

DOCUMENT RESUME

ED 338 101

FL 019 847

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TITLE A Study of the Influence of Reading a Tapescript To Help Prepare and Develop the Acquisition of Listening Comprehension in English as a Second Language When Using Authentic Video Material with Intermediate Students at the CEGEP Level.
INSTITUTION Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO CIRAL-B-181; ISBN-2-89219-221-8
PUB DATE 91
NOTE 75p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Decoding (Reading); *English (Second Language); Foreign Countries; *Listening Comprehension; Reading Assignments; Reading Instruction; *Second Language Learning; Videotape Recordings
IDENTIFIERS *Authentic Materials

ABSTRACT

An experimental investigation conducted in a rural area of the Province of Quebec (Canada) was designed to show that the assignment of specific reading tasks enhances the development of listening comprehension ability when using authentic video material with intermediate-level English-as-a-Second-Language (ESL) learners. Using a pre-test post-test control group design, the study involved 53 students. It was found that through the use of scripted authentic video materials combined with specific reading and listening tasks, the ESL learners in the experimental group showed significant progress in listening comprehension ability. However, the ESL learners in the control group who were merely assigned specific listening tasks showed no significant progress in the same ability over the same period of time. It is concluded that reading a tapescript of video materials prior to viewing them prepares learners to recognize and decode what they hear. Appended are: a description of content in audio-visual materials and nature of listening tasks; vocabulary and expressions studies; and video quizzes. Contains 31 references. (LB)

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Centre international de recherche
en aménagement linguistique

Faculté des lettres
Université Laval

1991

A STUDY OF THE INFLUENCE OF READING
A TAPESCRIP TO HELP PREPARE AND DEVELOP
THE ACQUISITION OF LISTENING COMPREHENSION
IN ENGLISH AS A SECOND LANGUAGE
WHEN USING AUTHENTIC VIDEO MATERIAL
WITH INTERMEDIATE STUDENTS AT THE CEGEP LEVEL

Denis Hébert

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International Center for Research on Language Planning
Québec

Le Centre international de recherche en aménagement linguistique est un organisme de recherche universitaire qui reçoit une contribution du Secrétariat d'État du Canada pour son programme de publication.

The International Center for Research on Language Planning is a university research institution which receives a supporting grant from the Secretary of State of Canada for its publication programme.

RÉSUMÉ

Cette recherche a pour objectif d'évaluer le rapport entre la lecture de la transcription d'un dialogue et le développement de la compréhension orale en anglais langue seconde au niveau intermédiaire chez des étudiants de CEGEP.

À cet effet, nous avons constitué un groupe expérimental et un groupe témoin à partir d'un vaste échantillonnage; cinquante-trois apprenants répartis en deux groupes ont été sélectionnés et soumis à un pré-test et à un post-test. L'étude démontre que la lecture d'un document authentique qui précède le visionnement et l'audition de ce dialogue accompagnée d'exercices spécifiques favorise la compréhension auditive. L'expérience a été menée pendant une session complète de cours.

ABSTRACT

This experimental investigation shows that the assignment of specific reading tasks enhances the development of listening comprehension ability when using authentic video material with intermediate-level ESL learners. Using a pre-test post-test control group design, the study involved fifty-three CEGEP-level students in eastern Québec.

It was found that through the use of scripted authentic video materials combined with specific reading and listening tasks, the ESL learners in the experimental group showed significant progress in listening comprehension ability. However, the ESL learners in the control group who were merely assigned specific listening tasks showed no significant progress in the same ability over the same period of time.

FOREWARD

We wish to express our deepest gratitude to Mr. André BOUDREAU for his constant support, his devotion to this project, his advice and optimism.

We also wish to thank Mr. Jean-Guy SAVARD for his very appreciated recommendations concerning the statistical analysis in this study.

Finally, we wish to convey our very special thanks to Mrs. Raymonde JULIEN-MAGNAN whose patience and expertise in word processing produced this final copy.

DENIS HÉBERT

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0. INTRODUCTION

Listening comprehension and its development in intermediate learners of English as a second language through the use of scripted authentic video materials are the object of this research project. Choosing an effective approach to help ESL learners develop their listening comprehension ability is very troublesome for second language teachers at this level because of a lack of any experimentally validated teaching method in this field.

In order to find a solution to alleviate this difficulty, this study intends to show the positive influence of reading a tapescript on the acquisition of listening comprehension ability when using authentic video materials in an intermediate ESL classroom. It is our belief that intermediate learners of ESL in a classroom setting who are asked to read the tapescript of authentic video materials prior to viewing them have a definite advantage in developing their listening comprehension ability over similar learners who do not have the opportunity to read such a tapescript. It is our hypothesis that learners who are exposed to reading such materials will not only develop an increased ability to understand the authentic video materials involved in the listening tasks assigned in the classroom, but will also develop the ability to understand other unscripted authentic spoken English.

This study is limited to intermediate learners of ESL at the CEGEP level in a rural area in the Province of Québec. Such learners have very limited contact with authentic spoken English and choosing an effective teaching approach to develop their listening comprehension ability is crucial.

Our study involves the validation of an approach to develop listening comprehension ability in a classroom setting over a period of thirteen weeks. Two groups of learners are involved in the study, an experimental group of 26 learners and a control group of 27 learners. All these learners were assigned the same listening tasks, but only the experimental group had access to the written tapescript of the authentic video materials prior to viewing them. Our intention is to verify whether the experimental group will have significantly increased its listening comprehension ability because of the reading tasks that were assigned to it in comparison to the control group which was not asked to undertake these reading tasks.

1. THE PROBLEM

Listening comprehension and its development are the central focus of this research project. The development of this ability in second language students has become the object of our personal concern over several years of classroom experience and observation. At issue are, on the one hand, the dramatic lack of listening comprehension in students who have several years of second language learning experience, and, on the other hand, the lack of any clear-cut validated and tested teaching methods to develop this ability in second-language students.

Over the past fifteen years, the object of our personal observation has been students entering the post-secondary school system in the Province of Québec. These students, after having successfully completed their secondary-level diploma, enter the CEGEP system. There, students enroll in either a two-year general program leading them to university, or in a three-year vocational program leading them to the work force. They are usually between 17 and 20 years old.

All these students have a minimum of four years of second-language study experience in a secondary-level classroom setting. English as a second language is compulsory in the first four years of secondary-level education in Québec. A fifth compulsory year is now in the process of being applied in secondary-level programs throughout the province.

Above and beyond this second language learning experience in secondary-level schools, most students have had two or three years of second language learning experience in a classroom setting while attending elementary schools in Québec. Although this program is now quite firmly established throughout Québec, this is a recent development as in many areas of the province the ESL Program has not always been applied, though it has been officially sanctioned for a few years.

Having personally taught over 4,500 students at the CEGEP de la Pocatière in the Province of Québec, we have observed a great number of students whose listening comprehension abilities are either extremely poor or totally lacking.

The CEGEP de la Pocatière is a rural college. Enrolment is about twelve hundred students per session. The majority of students attending this CEGEP come from the immediate region which lies in a radius of sixty miles surrounding La Pocatière east of Québec City. Most of these students are from unilingual French rural communities. English is seldom heard in this area except for a few towns like St-Jean-Port-Joli and L'Islet-sur-Mer which attract English-Canadian and American tourists during the summer months.

Exposure to the English language is extremely limited in this whole area. Practically the whole population is unilingual French. A vast majority of homes do not have cable television which means that English language television and radio are not available to them. Cable television which carries most Canadian and American networks is only available in two or three towns which means the average student's exposure to the media is limited to French language networks. Therefore, listening to authentic spoken English is less than a common occurrence.

The students' greatest exposure to the English language is through contemporary English music, American, British and Canadian. All students listen to their favorite rock artists and know at least a dozen singers and groups. Surveys in our college have shown that students listen to as many English language recordings as they listen to French language musical singers and groups. The great underlying difference being that a vast majority of these students do not pay attention to the lyrics in English songs. They mostly focus on the music and can rarely define the lyrical content of these songs. We can therefore assume that listening to English language music is not effectively used to develop their listening comprehension.

Generally speaking, typical students who now enroll in English as a Second Language course at the CEGEP de La Pocatière have especially developed two language skills: reading and writing, skills that, in that order, are much more developed than speaking and listening.

Listening comprehension is without a doubt their least developed language skill. Many students are horrified at listening to their teacher address them in English. They are accustomed to having everything in their second language classes explained to them in French. Many students, for example, refer to writing or reading as «translating». One can assume, therefore, that their comprehension of English has often, if not always, been measured through their own first language, and that their classroom exposure to spoken English used authentically has been very limited.

The resulting problems are enormous for our students to overcome. Their fear of authentic spoken English is understandable. They de-code so little of what they hear in English language courses that an unfortunate amount of frustration occurs. This is highly demotivating and reinforces their need for translation. They constantly beg for French equivalents of what they have just heard from their teachers who generally try to avoid speaking French in class. Our teachers believe that English as a Second Language course should take place in English and not in French, hoping that the more English students actually hear the better their comprehension will become.

This is the very problem that we face at the CEGEP de La Pocatière. Our objective in trying to find a solution to this problem is to help our ESL students overcome their fear of authentic spoken English and to motivate them to become active listeners instead of very active translators. But we teachers have had to come to grips with the idea that mere exposure to spoken English in a classroom setting like ours does not always clearly and directly lead to increased listening comprehension.

It has been assumed far too often that listening comprehension develops like spontaneous generation, that, with time and sufficient exposure to authentic spoken English, comprehension arises. This may be true when learning ESL in immersion or outside the classroom. However, in a traditional classroom setting, like that at the CEGEP de La Pocatière, time is extremely limited and consequently exposure to authentic spoken English is reduced to a minimum and condensed within a few hours a week. Such mere exposure cannot be enough to develop listening comprehension to a functional level. Mere exposure does not help students overcome their fear of authentic spoken English, and neither does it help learners develop skills that produce better listeners.

We were therefore faced with specific conditions:

1. students with very poor listening comprehension skills;
2. students who were fearful of having to listen to authentic spoken English;
3. students whose class-time was limited to 150 minutes per week;
4. students who have very little or no exposure to spoken English outside the classroom;
5. students who have always relied on translation to comprehend spoken English;
6. students who are de-motivated by these problems.

The second issue that arises in this discussion is the lack of any validated and clearly articulated method to develop listening comprehension skills in second language students. There are no clear-cut well tested methods to develop such listening skills. Those «teaching tricks» which are mentioned in the literature or in existing methods are often based on intuition, and,

once examined, are often nothing more than testing methods. They teach nothing, they develop no technique for the student to rely on to help him understand what he is hearing. They merely test the learner's ability to de-code the spoken message.

Obviously, this was one of our major concerns. Our aim was to find a method, an approach to develop listening comprehension which at once would motivate our students to actively listen to what they heard, to eliminate or at least reduce their fear of the spoken language, and finally help them develop skills that would help them become adequate listeners. All this had to be done within the framework of Second Language classes limited to 45 hours a term, i.e. three hours a week over 13 weeks in a French CEGEP level program.

2. BACKGROUND: SITUATING THE PROJECT

Our personal bias in this research project is greatly the result of our understanding of certain developments in the field of second language teaching, but also the product of our own personal experience in second language classrooms. Having tried out many of the recent methods and approaches to second language teaching with sometimes more, sometimes less success, has helped us develop this personal bias.

It involves:

1. our personal belief in the important role that comprehension plays in developing language skills;
2. our conviction as to the effectiveness of using authentic texts which provide the learners with real-world language experience;
3. our wish to encourage learners to use their personal resources and skills in order to help them learn new skills.

Comprehension is now widely held to be centrally involved in the language learner's development of language skills. Contrary to the time when behavioral psychology generated an opposing view, research in discourse analysis has produced the idea that the learner needs background knowledge of the world in order to process language information accurately. This type of research has shown the language learner's need for context in order to interpret messages that can be understood.

Introducing every-day usage to students is also helpful to develop student comprehension. «Text-book pronunciation» or «teacherease» is a student's worst enemy as this form of pronunciation is unlikely to be encountered in the real world. G. Brown¹ has certainly shown this to be true in her analysis of phonology and syntax. Such studies suggest that simplified forms and variations from standard pronunciation must be taught to students who will otherwise never understand oral English when the speaker uses vowel or consonant reduction, for example.

¹ Brown, G., (1977) *Listening to Spoken English* London, Longman, xv.175 p

Comprehension has also become the focus of psycholinguists like H.H. Clark² and D.I. Slobin³ who maintain that comprehension should precede production. J.R. Nord⁴ supports this view and insists that listening should precede speaking. He believes that oral response should be delayed until listening fluency is well started. He points out that «learning a language is building a map of meaning in the mind,» and that «to build up this cognitive map in the mind, the best method is to practice meaningful listening.»⁵ Furthermore, such meaningful listening is enhanced through the interpretation of gestures, tone of voice and facial expressions.

Cognitive psychologists like L. Bloom⁶ and D.I. Slobin³ also outline the need for meaning-related input to encourage comprehension. This is a direct contradiction of behavioral psychology and structural methods where comprehension was seen by them to be unimportant in the first stages of learning and followed production. The process of comprehension has now become a central focus of research which acknowledges the importance of a period of listening comprehension development that should precede production.

Recent approaches, methods and teaching techniques suggest that comprehension forms the basis for learning another language. J.J. Asher's Total Physical Response Method⁷ based on listening comprehension has inspired J.R. Nord⁸ and H. Winitz⁹ to develop methods that rely on listening comprehension as a motor to develop all other language skills. In addition, S.D. Krashen's¹⁰ theory supports a pre-production period which is based on the principle that language skills are learned through comprehensible input made up of everyday language. It suggests that accurate comprehension is the foundation of accurate production.

G. Brown's¹¹ recent work on understanding spoken language has also influenced our research project. She holds that a listener must develop the skill to predict what he will hear by developing a sensitivity to speaker, place, time and topic. The listener must also focus on what preceded an utterance to allow him to interpret the message properly.

This entire discussion helps situate our personal interest in developing listening comprehension which we personally believe is of the utmost importance. Not only does it open the doors to decoding oral messages, but it also leads to developing other language skills, especially the production of comprehensible, idiomatic, native-like language.

² Clark, H.H. and E.V. Clark, (1977). *Psychology and Language: An Introduction to Psycholinguistics*. New York, Harcourt, Brace, Jovanovich, xvi-608 p.

³ Slobin, D.I., (1971). *Psycholinguistics*. Glenview Ill., Scott, Foresman, 148 p.

⁴ Nord, J.R., (1981). «Three Steps Leading to Listening Fluency: A Beginning», in Winitz, H., ed., *The Comprehension Approach to Foreign Language Instruction*. London, Newbury House Publishers Inc., 69-100.

⁵ Nord, J.R., (1980) «Developing Listening Fluency Before Speaking: An Alternative Paradigm», *System*, 8, 1, 1-22, p. 17.

⁶ Bloom, L., (1970). *Language Development: Form and Function in Emerging Grammars*. Cambridge, Mass., M.I.T. Press, 270 p.

⁷ Asher, J.J., (1986). *Learning Another Language Through Actions: The Complete Teacher's Guidebook*, Third Edition. Los Gatos, Cal., Sky Oaks Productions, various pagings.

⁸ Nord, Op. cit.

⁹ Winitz, H., (1981). «The Comprehension Approach: An Introduction», in Winitz, H., ed., *The Comprehension Approach to Foreign Language Instruction*. London, Newbury House Publishers Inc., 1-14.

¹⁰ Krashen, S.D., (1981) *Second Language Acquisition and Second Language Learning*. Oxford, Oxford University Press, vii-151 p.

¹¹ Brown, G., (1978). «Understanding Spoken English», *TESOL Quarterly*, 12, 3, 271-283.

This also explains our choice of materials in this research project. Like D. Porter¹² and J. Roberts¹ suggest in their work on authentic listening activities, we believe the use of authentic material helps learners develop comprehension. «Everyday usage», «simplified forms», «variations from standard», «vowel and consonant reduction» are the very description of the material we have used. Learners are introduced in our materials to «real-world» language as we expect learners to become really functional language users. Beyond becoming accustomed to authentic spoken language, our students are also sensitized to body language, tone of voice, and facial expressions.

Finally, in developing our research project, we have decided to build upon the skills that our students already possess in order to develop new skills. This explains why we have decided to capitalize on our students' reading skills as a means to develop listening comprehension. Students generally enter CEGEP level courses with stronger reading and writing skills largely because of their past classroom experience in second language learning. We have assumed that these reading skills can be used as building blocks towards better comprehension. A.J. Lynch has suggested that reading can be used to develop listening comprehension skills. His view is that «the language-learning payoff is that learners who are better at reading than listening are able to use their understanding of printed texts to support their work»¹³ with audio-material. This point-of-view we totally share and have applied in our research project.

3. STATE OF THE ART: LITERATURE ON THE TOPIC

In her discussion of possible approaches that lead to developing listening comprehension, G. Brown has written the following suggestion:

«Students should listen to the text with all possible props where they are helpful, for example, a written tapescript. Many an adult speaker of English would prefer to listen to King Lear on the radio with a written version in front of him so that the patterns of speech and the patterns of the printed words resonate together.»¹⁴

This advice is admittedly intuitive and not based on many empirically tested observation of learners actively in the process of learning English. Hoping to rationalize teaching approaches, we have undertaken this very project, that is to verify whether using a «prop» such as a tapescript is in fact conducive to developing better listening skills.

Brown has gone to great lengths to suggest the various directions that any future research on listening comprehension should take. She furthermore admits that so much has been written on the skills involved in listening, but that next to no scientific research has been done on the subject. Any such attempt, she insists, whether big or small, will help increase our understanding of the process. This research project is our very small personal contribution towards this greater objective.

Does the use of «props» such as a tapescript actually help in developing listening comprehension skills? This question, we believe, is worth investigating as so little has actually

¹² Porter, D. and J. Roberts, (1981). «Authentic Listening Activities», *ELT Journal*, 36, 1, 37-47.

¹³ Lynch, A.J., (1983) «A Programme to Develop the Integration of Comprehension Skills», *ELT Journal*, 37, 1, 58-61.

¹⁴ Brown, G., (1978) «Understanding Spoken English», *TESOL Quarterly*, 12, 3, 271-283, p. 283.

been proven to be effective in developing such skills. If in fact we could show that reading a tapescript were effective in developing listening comprehension, this could give some direction for further research on the process which can be activated through contact with the written form of what is actually heard.

There are those like G. Brown who believe in using visual props to develop listening skills. But clearly, not all those interested in listening comprehension have always agreed with G. Brown's suggestion to use such props in this way. In her article entitled «Listening Comprehension» written in 1966, W. Rivers had held the opposite view. She had warned:

«It is important to ensure that the student has abundant practice in listening without the support of visual clues other than the situational clues of normal conversation.»¹⁵

Her position may have been altered over the years, but it does exemplify a widely held belief at that time. In his earlier 1961 article on «Ear Training», F.L. Billows had suggested a similar point of view. He wrote:

«The teacher must give the students as much experience as he can in listening to the spoken word, or to the «read» word with books shut. Only when a piece is familiar should they be allowed to follow with the eye what is being read aloud.»¹⁶

Billows may have changed this perception today, yet there are those like H. Taylor who in a much more recent article published in 1979 still supports this same restriction. In his definition of maximally effective language lab comprehension material, he prescribes the following:

«No student has access to a script of what is heard, in order to force reliance upon listening abilities alone.»¹⁷

Others like E. Nida do not totally ban using the printed text to help develop listening comprehension, but he intuitively rejects its use in the first stages of listening to new material. He has written the following advice:

«During the process of listening to recordings one can refer to the written text, but this should never be done at first. One should attempt to identify as much as possible without recourse to the printed text. After listening several times, one may read and listen at the same time and again return to the purely spoken form.»¹⁸

On the other hand, T. Quinn and J. Wheeler support the opposite view. They contend that teachers should provide learners with a complete written transcript to be studied before listening and while listening to enable learners to become successful listeners. They suggest:

¹⁵ Rivers, W., (1966) «Listening Comprehension», *Modern Language Journal*, 50, 4, 196-204, p. 201

¹⁶ Billows, F.L., (1961) «Ear Training», in Billows, F.L., ed., *The Techniques of Language Teaching*, London, Longman, 32-54, p. 39

¹⁷ Taylor, H., (1979) «A Viable ESL/EFL Language Lab», *TESOL Quarterly*, 13, 2, 229-239, p. 230

¹⁸ Nida, E., (1972) «Selective Listening», in Allen, H. and R. Campbell, eds., *Teaching English as a Second Language*, New York, McGraw Hill, 145-152, p. 150

«We cannot control and train the mental processes by which a student acquires skill in listening comprehension. But we can control the environment in such a way as to maximize the possibility of the skill's developing, by whatever means the learner's capacities provide.»¹⁹

The written transcript, in their view, provides the learner with a controlled learning environment which is an optimal condition to allow the learner's acquisition processes to develop. Study of the transcript combined with the assignment of specific listening tasks avoids leaving everything up to the learner's natural ability and leads him to successful listening. They claim this will lead to the development of listening skills:

«The whole point of our intervention is that the student will listen several times to a document with as much success as possible. This is the essence of the pragmatic approach which we have called skill development. We claim that successful performance of listening comprehension activities will lead to generalized ability.»²⁰

They also make a point of insisting on the use of «authentic audio materials.» One thing is certain, the use of a transcript makes access to authentic audio materials much more possible for the second language learner. It is now accepted in second language teaching that «authentic material» is absolutely necessary if one hopes to lead language learners to effective comprehension of normally spoken English. G. Brown is quite clear on this subject:

«It is high time that the comprehension of normal, informally pronounced English be taught in the same serious way as the pronunciation of spoken English and the comprehension of written English.»²¹

She adds this following remark:

«It is essential that, as soon as the student begins to be capable of understanding quite small pieces of structured English, he should be exposed to some English as it is normally spoken. Otherwise he will learn to rely on un-English signals and he will have no reason to learn English signals.»²²

She also suggests to avoid anything that has been produced for foreign use. This is a clear recommendation for using authentic listening material in the classroom.

This position is supported by various people involved in teaching a second language such as H. Holec, R. Hughes, J.C. Gex, D.D. Mathews, J.E. McDonough and J. Richards just to name a few. These authors intuitively support the use of scripted authentic audio and audio-visual materials to develop listening comprehension. In their individual articles, they recommend the use of films, soundtracks, television soaps, radio and television newscasts, radio and television commercials.

¹⁹ Quinn, T. and J. Wheeler, (1975) «Listening Comprehension in the Foreign Language Classroom», 138, p. 1, in *ERIC* — ED-104-176.

²⁰ *Ibid.*, p. 18

²¹ Brown, G., (1977) *Listening to Spoken English*. London, Longman, p. 8.

²² *Ibid.*

All such materials have one thing in common, their authentic content. They consist of naturally spoken English and their original target audience is a native-speaking public. The language contained in these materials has not been altered in any way. They have been produced with the English-speaking public in mind, and not the second language learner. Their authenticity is beyond reproach making them perfect listening materials for our purposes.

These recommendations have led us to believe that it would be useful to verify the validity of such an approach. Is Gillian Brown's recommendation valid? Is using scripted authentic materials an effective means to develop listening comprehension? Should written text be used as a prop to develop this skill?

We decided to try to shed some light on these questions. We intended to test the effectiveness of learning to listen with the help of a tapescript, to see if listening to authentic materials is useful, and if such materials can be made more accessible through the reading of a tapescript.

4. METHODOLOGY

4.1 Importance and Originality of the Research Project

4.1.1 *Defining the Project*

This research project is an investigation of the effectiveness of using authentic video materials combined with written support materials in order to develop an increased ability in listening comprehension in intermediate learners of ESL in the context of a CEGEP-level classroom setting. All these different aspects together make this investigation important and original as the project touches upon many facets that interest teaching practitioners today:

- the use of authentic materials;
- the use of written supports;
- the development of listening comprehension;
- the teaching of intermediate-level students;
- the teaching of ESL in a CEGEP-level classroom setting.

The combination of these different aspects are of a singular interest in that, combined in this specific way, they have never been the focus of any experimental research.

4.1.2 *Using Authentic Materials*

Using authentic materials in teaching ESL has become one of the important developments in recent teaching approaches to develop listening comprehension. Many ESL teachers are now convinced of the exceptional value of authentic materials: not only are they seen as incomparable sources of real-life spoken language, but authentic materials are also considered to be motivational tools because they are set within a real-life situation to which ESL learners can easily relate.

Many practitioners view authentic materials used in a classroom setting as the best source of everyday spoken English. They have a distinct appeal for a learner in that they offer him immediate contact with a real-life situation which is otherwise impossible to duplicate in a normal classroom setting involving a teacher and a group of learners. There is no better source for the learner in the classroom to get in touch with the accents, the vocabulary, the sound clarity, the sound reductions, the redundancy which are typical of everyday spoken language as well as with the cultural characteristics which are typical of the learner's target language.

J.J. Hafernik and H. Surguine in an article on listening comprehension describe most learners' attitude to authentic materials used to learn English in the following way:

«Students realize that authentic materials are preparing them to cope with English outside the classroom, one reason for their popularity.»²³

And so the use of authentic materials in ESL classrooms is not only popular with teachers, but it is increasingly expected by ESL learners who realize they need an enormous amount of contact with authentically spoken English in order to develop effective ability in listening comprehension.

This project's originality lies partially in our choice of authentic materials. Our definition of authenticity takes four characteristics into account:

1. the original target audience of the materials;
2. the language content and speed of delivery;
3. the format of the presentation;
4. the interest of the subject matter.

All four characteristics were of equal importance in our selection, and led us directly to our final choices.

Target Audience

The target audience for these materials must be native speakers of English. All materials which are produced with an ESL learner in mind must automatically be eliminated. There must never be any question of using «listening comprehension packages» that are prepared for ESL classes. Authentic materials have to address a normal English-speaking audience.

Language Content and Speed of Delivery

The language content of authentic materials must be naturally spoken native English, of varying language levels from standard to colloquial which includes some slang. We must choose materials that afford samples of different accents, different vocabulary items, idiomatic colloquial forms, and also different speeds of delivery. The materials must contain typical language used to address a typical native-speaking public, spoken at a typical speed.

²³ Hafernik, J.J. and H. Surguine, (1979) «Using Radio Commercials as Supplementary Materials in ESL Listening Classes», *TESOL Quarterly*, 13, 3, 341-345, p. 342

The Format of the Presentation

The materials must appeal to both visual and auditory perception when they are intended to develop listening comprehension. The visual component is seen as an extra support to aid the learner in de-coding the spoken message.

Choosing materials that are very popular with a wide-range of native speakers became an objective as the materials would then become a tool for the ESL learner to participate in the cultural reality of North-American society, that is to say the culture of the social group that speaks his target language. Such materials have an obvious credibility for the learner which would automatically add a motivational factor to working in a classroom with them.

The Interest of the Subject Matter

The materials have to be interesting and entertaining in our view. The classroom audience needs all the support it can get; it needs to be stimulated with motivating material. There is no better way to motivate a learner than to provide him with an entertaining program he can learn to understand and appreciate. This is the precise reason why we chose the situation comedy as our medium for learning: laughter, we believe, has no boundaries and tears down emotional barriers which otherwise interfere with learning. The situation comedy capitalizes on an amusing situation, and not exclusively on intellectual humour. The learner who identifies with the situation becomes emotionally involved in and receptive to a message because of its entertainment value. He will naturally proceed to attempt to understand it as he will be motivated to listen to the material and will feel a need to comprehend it.

4.1.3 Using Written Supports

This alone does not make such authentic materials completely easy for the learner to deal with in a classroom setting. The very nature of real-life spoken English is its immediacy and its lack of duration. Spoken language to a native listener generally allows him enough time to de-code the message and react to it. This however is not an automatic occurrence in the ESL learner's experience who is, more often than not, left with incomprehension after attempting to de-code normally spoken English. This can produce a feeling of inadequacy in the ESL learner who is unable to effectively de-code what he has just heard.

It is up to the teacher «to help the learner learn»²⁴ as has written M.J. Gremmo in his analysis of pedagogical applications of discourse analysis. F. Grosjean concurs with this attitude in an article on listening comprehension in which he states that a teacher's role is to help the learner understand by giving him the ways and means to make listening comprehension easier:

«Le travail de l'enseignant consiste à décoder le ou les niveaux responsables de la non-compréhension et de signaler à l'étudiant les points qui sont pour lui une source de difficulté.»²⁵

²⁴ Gremmo, M.J., (1978) «Taking the Initiative: Some Pedagogical Applications of Discourse Analysis», *Mélanges Pédagogiques*, CRAPEL (Nancy), 53 68, p. 67

²⁵ Grosjean, F., (1971) «Vers un enseignement de la compréhension orale de l'anglais», *Langues Modernes*, 65, 4, 50-57, p. 50

And there must be ways and means other than increased exposure to achieve this goal.

It is our contention that reading the script before listening to authentic audiovisual materials is a most effective way to detect and help the learner deal with those elements in the discourse which are problematic for him.

The learner needs to be trained to develop listening comprehension. Yet many teachers continue only to test listening comprehension by having learners listen to a tape, answer comprehension questions and then check for correct responses thinking that eventually this will lead the learner to increased ability. We suggest that more than testing and increased exposure can be done to help the learner develop an ability in listening comprehension.

A tapescript, in our view, is an excellent tool to undertake this training process. Inspired by D.D. Mathews' paper addressing the 1982 Tesol Convention in Honolulu, we suggest a means to improve listening comprehension which involves some aspects of D.D. Mathews' approach:

«Selective listening strategies based on a model of the listening process (predicting, sampling, hypothesis-creating and checking) are put forth as a means to improve ESL students abilities to comprehend natural spoken discourse.»²⁶

In our study, these listening strategies are developed through a programme in which both reading and listening comprehension are integrated. Listening tasks are assigned to the learners as they read different parts of the tapescript aloud in the classroom. Different students are asked to assume a role as the dialogue is read. Roles are re-assigned as the reading progresses so that by the end of the reading everyone has participated.

The tapescript is divided into scenes that correspond to natural divisions or sequences in the situation-comedy. Each scene bears a listening task which the learner must try to perform. These tasks are:

1. predicting the content of the message by using context clues;
2. defining the situation;
3. determining chronological order of events or spoken items;
4. determining important information;
5. focusing on details;
6. picking out important words;
7. noticing changes in stress, intonation, rhythm;
8. identifying mood and tone;
9. identifying level of formality;
10. identifying differences in meaning;
11. identifying word reductions.

²⁶ Mathews, D.D. (1982) «Teaching Selective Listening Strategies for Comprehension and Acquisition», paper Annual TESOL Convention in Honolulu, 1-12, p. 1, in *ERIC* — ED-222-090.

In so doing, we suggest that learners can be trained to listen, to focus their attention on message-bearing items in spoken discourse. D.D. Mathews states the objective of this approach in this way:

«Explicit discussion of listening strategies like predicting before listening and learning to pick out important words (sampling) helps students realize they are learning and practicing skills which they really can use to improve their listening abilities.»²⁷

We believe learners need to become aware of their potential abilities. Such training can be done with the use of written supports combined with listening tasks in learning activities which involve authentic audio-visual materials.

4.2 Objectives and Limitations of this Research Project

This study wishes to show the positive influence of reading a tapescript on the acquisition of listening comprehension ability when using authentic video materials in the ESL classroom. We intended to investigate whether reading a tapescript of authentic listening materials before viewing these materials could help the ESL learner to develop listening strategies that, over a period of time, would increase his ability to understand authentic spoken English.

We are of the opinion that, in a classroom setting, reading the script of authentic listening materials before actually listening to them combined with the assignment of specific listening tasks will increase the ESL learner's ability to comprehend authentic audio-visual materials. By extension, the ESL learner who has in this way increased his listening comprehension ability in the classroom will have developed an increased ability to comprehend any normally-spoken English.

This study is limited to intermediate-level students of ESL studying at the CEGEP level in a unilingual rural environment in the Province of Québec. We have limited the study in this way for practical purposes:

1. Our teaching assignments involve these particular levels.
2. We personally wanted to teach the groups involved in the project.
3. The learners involved in the study had to have very similar backgrounds.
4. The learners involved in the study had to be from very similar unilingual-rural environments.
5. The study was limited to learners of an intermediate level of proficiency because this level has been particularly neglected by ESL research.
6. A validation of this approach will give future direction and impetus to our own work in ESL teaching.

²⁷ Mathews, D.D., (1982) «Teaching Selective Listening Strategies for Comprehension and Acquisition», paper Annual TESOL Convention in Honolulu, 1 12, p. 10, in *ERIC* - ED 222-090.

4.3 Hypotheses

1. Our first hypothesis is that both the experimental group (Group A) and the control group (Group B) will show no significant differences in listening comprehension ability in the pre-test.
2. Our second hypothesis is that Group A will show significant progress in listening comprehension ability in the post-test.
3. Our third hypothesis is that Group B will show no significant progress in listening comprehension ability in the post-test.
4. Our fourth hypothesis is that Group A will show significantly more progress than Group B in listening comprehension ability in the same post-test.

It must be pointed out that Hypothesis #1 is distinct from Hypotheses #2, #3 and #4 in that it relates to a preliminary study that would enable us to undertake our research project. The three latter hypotheses that relate directly to our research activities could not be validated unless hypothesis #1 was proven positive.

In fact hypothesis #1 would allow us to establish that the experimental group and the control group were of the same level of listening comprehension ability before any research activities were undertaken. Hypotheses #2, #3 and #4 would have been impossible to validate and the t-test results would have been impossible to interpret unless this preliminary study validated our first hypothesis.

The pre-test which is described later in this document was administered to over 250 individual students in our CEGEP under the same conditions. This allowed us to select the individual students who would participate in our study according to the pre-determined criteria for participation. Fifty-three students were selected from this group of 250 students to participate in the experiment. They were divided at random into two groups: Group A would become the experimental group, and Group B would become the control group.

4.4 The Student Population

The students chosen for the project were selected on the basis of the following criteria:

1. French is their first language.
2. They originate from a rural unilingual area in the eastern portion of the Province of Québec.
3. They are between 17 and 20 years old.
4. They have studied in the Québec School System and have graduated from the Secondary School Level.
5. They have from five to six years of ESL learning experience in a classroom setting.
6. They have very limited contact with the English language outside the classroom.
7. They have scored between 39% and 60% on the TCALS²⁶ used to group students registered in ESL courses at the CEGEP level in the Province of Québec.

²⁶ *Test de classement d'anglais langue seconde — (TCALS) Niveau collégial Section compréhension orale.* Sous-comité de coordination d'anglais langue seconde. Niveau collégial. Québec, ministère de l'Éducation, (DGEQ).

The twenty-six (26) students in the experimental group (Group A) were an average age of 18.2 years. The twenty-seven (27) students in the control group (Group B) were an average age of 17.9 years. All of the students originated from villages located east of Québec City in the Province of Québec. All but four originated from the immediate area which lies in a radius of sixty miles surrounding La Pocatière. The four exceptional students were from further outlying areas which are equally rural unilingual areas.

There were 19 females and 7 males in the experimental group (Group A), whereas there were 16 females and 11 males in the control group (Group B).

The two following tables represent a break-down of the two groups: Group A the experimental group in Table A and Group B the control group in Table B. The following information was given in each chart:

1. The student number assigned to each student;
2. The student's age;
3. The student's sex;
4. The student's place of residence;
5. The student's results in the pre-test.

The students in the experimental group were given student numbers from 1 to 26. The students in the control group were given student numbers from 27 to 53.

4.4.1 Table A — Group A — Experimental Group

Description of Student Population

Student #	Age	Sex	Residence	Pre-Test
1	17	M	Pohénégamook	49
2	17	F	St-Pascal	53
3	19	F	St-Pascal	51
4	17	F	La Pocatière	60
5	19	F	Rivière-du-Loup	48
6	18	F	La Pocatière	59
7	17	M	Montmagny	57
8	17	F	Montmagny	45
9	17	M	Havre St-Pierre	46
10	17	F	St-Pamphile	51
11	18	M	St-Pamphile	65
12	17	M	La Pocatière	48
13	18	F	La Pocatière	50
14	18	F	St-Pamphile	41
15	17	M	La Pocatière	49
16	17	F	St-Pascal	51
17	18	F	St-Pascal	58
18	19	F	La Pocatière	52
19	17	F	St-Pascal	44
20	17	M	L'Islet-sur-Mer	50
21	18	F	St-Pamphile	49
22	17	F	La Pocatière	60
23	17	F	Montmagny	45
24	17	F	Montmagny	48
25	17	F	St-Pamphile	55
26	17	F	St-Pamphile	53

4.4.2 Table B — Group B — Control Group

Description of Student Population

Student #	Age	Sex	Residence	Pre-Test
27	19	F	La Pocatière	49
28	18	F	St-Pascal	42
29	19	M	Pohénégamook	50
30	19	M	Chandler	49
31	17	M	Montmagny	47
32	17	M	Montmagny	47
33	17	F	La Pocatière	47
34	17	F	L'Islet-sur-Mer	51
35	18	F	La Pocatière	55
36	18	F	Montmagny	50
37	17	F	La Pocatière	39
38	17	M	Montmagny	51
39	17	M	St-Pascal	48
40	20	F	Rivière-Ouelle	48
41	17	F	St-Pascal	51
42	17	M	St-Pamphile	52
43	17	F	La Pocatière	59
44	20	F	La Pocatière	50
45	17	M	Montmagny	47
46	18	F	Lévis	54
47	17	F	La Pocatière	52
48	17	F	L'Islet-sur-Mer	41
49	17	F	Montmagny	60
50	19	M	St-Pacôme	52
51	18	M	Jonquière	56
52	20	F	La Pocatière	47
53	18	M	St-Pascal	55

4.5 Description of Audio-Visual Materials Used in the Study

The three video-taped situation-comedies used in the study were given the following titles:

- A- Physical Attraction
- B- Automatic Teller
- C- Tax Refund

They consist of three thirty-minute situation comedies for which a complete tapescript has been prepared and photocopied for distribution in class. Each situation comedy, sometimes referred to within the text as a program, is divided into three parts which correspond to an introduction, a development and a conclusion in the plot. Each of these parts is divided into scenes which correspond to sub-divisions of time or place in the action. The tapescripts are identified and pages are numbered to facilitate locating particular segments on the video-tape recorder. Each speaker is identified by name followed by his or her utterances.

Utterances have been written in standard or colloquial English, contractive forms included to respect language levels. Forms such as «I've» or «You'll» have been used, as well as present participle endings like «in» as in «pickin'», for example. Hesitations have also been indicated, such as «Huh», «Oh», «Eh» or «Uh», etc. Pauses have been indicated by the use of punctuation: «.....». Special emphasis in intonation or stress has been indicated by the use of capitalization.

The dialogues themselves consist of un-controlled, familiar, colloquial or sometimes standard, sometimes sub-standard English, including slang. The lexical items and expressions cover a wide range of vocabulary. [See Annex II] Each situation comedy includes a variety of language functions:

4.5.1 *Language Functions Involved*

A — Physical Attraction

Language functions involved:

- establishing personal relationships;
- establishing a physical relationship;
- stating cultural interests;
- stating preferences: sports, entertainment, etc.
- dealing with strangers;
- expressing discontent;
- making excuses;
- apologizing;
- expressing personal feelings.

B — Automatic Teller

Language functions involved:

- establishing personal relationships;
- establishing tenant-landlord relationships;
- banking practices;
- making phone calls;
- asking for help;
- making a deal;
- making a threat;
- dealing with the police;
- buying furniture.

C — Tax Refund

Language functions involved:

- making arrangements for an investment;
- making job applications;

- negotiating prices;
- making excuses;
- describing attitudes;
- describing abilities.

4.5.2 *Morpho-Syntactic Content*

The structural morpho-syntactic content in the dialogues is extremely varied. Each dialogue covers some of the following items:

Tenses:

Simple Present
Present Progressive
Simple Past
Present Perfect

Present Perfect Progressive
Future
Imperative
Conditional

Modal Auxillaires:

Have to
Ought to
May
May have to

Would
Should
Should have to
Shall

Sentence forms:

Relative clauses
Future time clauses
Verbs followed by gerund
Prepositions followed by gerund

Superlatives
Comparatives
Possessives

4.6 Classroom Procedures

The three thirty-minute video-taped authentic situation comedies were used over a period of thirteen weeks. To help develop their listening comprehension, students viewed and worked on one ten-minute part of one program every week, therefore each individual program would be covered in a three-week period.

Viewing the program took place in a language laboratory where video-taped material can easily be listened to and watched through the laboratory channels thus making the use of individual head-phone equipment possible. The same materials were used in both the experimental group and the control group except for the tapescript which was only made available to the experimental group.

4.6.1 *Group A — Experimental Group*

Before first viewing each ten-minute part of the video-taped program, a tapescript was distributed to Group A students. Students were assigned a role, and a reading of the script took place outloud in class where special attention was given to pronunciation, stress and intonation. Any inaccuracies involving these three aspects were discussed and corrected.

Any questions on vocabulary, idiomatic expressions or syntax were answered by the teacher. All explanations were given in English taking care not to translate, but to provide synonyms or paraphrases for those items which were not understood.

If a difficult item went un-questioned by the students, the teacher paid special attention to it in the form of questioning, eliciting some sort of explanation or paraphrases by the students, or by providing an equivalence which had already been covered in class.

Prior to working on each scene (each part of the program includes two or three scenes), students were assigned a listening task. For example, they were required to identify moods, feelings and attitudes they perceived in the discourse. Sometimes, a task sheet was handed out to this effect on which students would tick off items which they had perceived.

After having viewed each scene, students were given the opportunity to complete their listening task which would then be immediately discussed. These exercises involved the following activities:

1. identifying the environment in which the discourse takes place;
2. identifying the para-linguistic features which accompany the discourse in specific environments;
3. identifying the gist of the discourse;
4. recognizing and interpreting vocabulary items and idiomatic expressions;
5. recognizing and interpreting the use of specific morpho-syntactic features.

[See Annex I for a description of Materials used: parts — scenes — exercises]

4.6.2 Group B — Control Group

The same activities were done orally in Group B, but without the use of the tapescript. Care was taken to avoid the written form of what was heard in the discourse. Anything written up on the board was limited to synonyms or paraphrases of what was said in the dialogue.

4.6.3 Both Groups

In both groups, special attention was directed to the following:

1. hearing the sounds;
2. understanding intonation and stress;
3. coping with redundancy and noise;
4. predicting out-comes;
5. understanding the difference between standard and colloquial vocabulary;
6. understanding different accents;
7. using visual and environmental clues.

Using pre-recorded material prepared by the teacher, students were then required to do the following exercises in a weekly video quiz:

1. listen to multiple choice questions and select an appropriate answer;
2. tick off items;
3. true/false exercises;
4. detecting errors;
5. oral cloze exercises;
6. noting specific information;
7. paraphrasing segments of discourse;
8. filling gaps in the script.

Each listening session was followed in this way by a short quiz to verify whether or not the particular part of the program was understood. The quiz was pre-recorded and an answer sheet was provided to each student.

4.7 The Test

Using a pre-test post-test control group design, the study covered a thirteen week period. There were two groups under study composed of students who were selected on the basis of their scores in an oral comprehension test, in this case the TCALS, developed and validated by the Provincial Coordination Committee of ESL at the CEGEP level, and sponsored by the DGEC of the Department of Education of the Province of Quebec.

The above test is now used to classify and to group ESL students in most CEGEPS across Québec. The test was used in this study both as a pre-test and a post-test: Form A was used as a pre-test and Form B was used as a post-test. Both forms of this test were validated by the Provincial Coordination Committee of ESL. The listening comprehension pre-test (Form A) was used to establish the similarity of ability in listening comprehension of the two groups in the study. The listening comprehension post-test (Form B) was used to establish a measure of the progress in general listening comprehension ability in both Group A and Group B after the investigation was terminated.

There are four fundamental areas of interest in the test: phonology, vocabulary, morphology and syntax and discourse. Individual student performance is established according to the number of errors made in decoding what has been heard or read.

The TCALS comprehension test consists of four parts each of which deals with a specific area of student mastery which have been mentioned above and also mastery of the following two abilities: comprehension of spoken and written English. Each form of the test consists of a total of 100 items. There are three existing forms, two of which were used in this experiment as pre-test, and post-test: Form A and Form B.

Part I: Phonology and Graphemes

This section of the test consists of 20 items. Discrimination of phonology and graphemes is combined in each of the items in this part of the test. The student must recognize the phoneme

which he has heard and he then must match it with the appropriate grapheme. The phoneme is inserted in a very short «phoneme chain» so as to limit the number of clues available that could reveal the meaning of the phoneme to be recognized.

Example: the student hears
«Frank has a sheep»

He must then choose between 3 possible answers:

1. Frank has a sheep
2. Frank has a ship
3. Both of the above

Part II: Vocabulary and Idioms

This section of the test consists of 20 items. It is divided into two parts which both include 10 items each. In the first part, the student hears a statement after which he has a few seconds to identify the written equivalent in the form of a paraphrase, a logical consequence or a question relevant to what has been heard. In the second part, the student first reads a sentence and then has a few seconds to identify its written equivalent in the form of a paraphrase, a logical consequence or a question relevant to what has been heard.

Example: the student either hears or reads
«He is hardly awake.»

He must then choose its equivalent among the following three statements:

1. He is scarcely awake
2. He is already awake
3. He is completely awake

Part III: Syntax

This third section consists of 40 items. It is divided into two parts which both include 20 items each. The items which have been chosen reflect the level of difficulty in comparative French and English syntax and their repercussions at the semantic level.

Section 1 is based on a reading passage. Section 2 consists of a statement which is heard twice. The student then must choose between three sentences, the one which best *suits* the sentence which has been heard.

Example: the student hears
«Mr. Jones is believed to be poor.»

He must then match one of the following sentences with the above statement:

1. Mr. Jones believes he is poor
2. Mr. Jones believes people are poor
3. People believe Mr. Jones is poor

Part IV: Discourse

This fourth section consists of 20 items. It is divided into 3 parts, the two first of which deal with oral comprehension and the last of which deals with written comprehension. Section 1 consists of 5 short monologues followed by 5 questions on their content. Section 2 consists of a dialogue followed by 5 questions on its content. Section 3 consists of a short reading followed by 10 questions on its content.

Example: the student hears the following

Man: «Her fingers move mechanically on the cash register. From time to time, she shifts from one foot to another, trying to relax. All the while, an unending stream of groceries flows past her.»

Woman: «What is she?»

The student must then answer a question he has heard by selecting an answer from 3 possible items:

1. a nurse
2. a teacher
3. a cashier

4.8 Calendar of Classroom Activities

<i>Week #1</i>	Pre-test (Form A) Collection of personal data Introduction to classroom procedures
<i>Week #2</i>	Physical Attraction Part I Scenes 1, 2, 3 + Exercises Video Quiz #1
<i>Week #3</i>	Physical Attraction Part II Scenes 4, 5 + Exercises Video Quiz #2

<i>Week #4</i>	Physical Attraction Part III Scenes 6, 7, 8 + Exercises Video Quiz #3 on Parts I, II, III
<i>Week #5</i>	Automatic Teller Part I Scenes 1, 2, 3 + Exercises Video Quiz #4
<i>Week #6</i>	Automatic Teller Part II Scenes 4, 5, 6 + Exercises Video Quiz #5
<i>Week #7</i>	Reading Week — no classes
<i>Week #8</i>	Mid-Term Evaluation Review Automatic Teller Parts I & II
<i>Week #9</i>	Automatic Teller Part III Scenes 7, 8, 9, 10 + Exercises Video Quiz #6 on Parts I, II, III
<i>Week #10</i>	Tax Refund Part I Scenes 1, 2, 3, 4 + Exercises Video Quiz #7
<i>Week #11</i>	Tax Refund Part II Scenes 5, 6, 7 + Exercises Video Quiz #8
<i>Week #12</i>	Tax Refund Part III Scenes 8, 9, 10 + Exercises
<i>Week #13</i>	Review Tax Refund Video Quiz #9 on Parts I, II, III Post-test (FORM B)

5. RESULTS

5.1 Data Collected for Analysis

Two groups were involved in this project:

Group A: an experimental group consisting of 26 students

Group B: a control group consisting of 27 students

The following data were collected for each individual student involved in the project:

- A — age
- B — sex
- C — place of residence
- D — scores in the pre-test
- E — scores in the post-test

These data were tabulated in the tables on pages 15 and 16. The following analysis involves points D and E which are the focus of this project. These individual student scores in both pre-test were used to produce group means for both tests which were used to compare both groups in the study.

5.1.1 Table C

Individual Pre-Test Scores

GROUP A — EXPERIMENTAL GROUP

Student #	Pre-Test Score
1	49
2	53
3	51
4	60
5	48
6	59
7	57
8	45
9	46
10	51
11	65
12	48
13	50
14	41
15	49
16	51
17	58
18	52
19	44
20	50
21	49
22	60
23	45
24	48
25	55
26	53

GROUP B — CONTROL GROUP

Student #	Pre-Test Score
27	49
28	42
29	50
30	49
31	47
32	47
33	47
34	51
35	55
36	50
37	39
38	51
39	48
40	48
41	51
42	52
43	59
44	50
45	47
46	54
47	52
48	41
49	60
50	52
51	56
52	55
53	47

5.1.2 Table D

Individual Post-Test Scores

GROUP A — EXPERIMENTAL GROUP

Student #	Pre-Test Score
1	56
2	63
3	64
4	66
5	58
6	60
7	66
8	69
9	56
10	47
11	64
12	48
13	49
14	53
15	40
16	49
17	74
18	65
19	64
20	55
21	43
22	58
23	56
24	46
25	74
26	74

GROUP B — CONTROL GROUP

Student #	Pre-Test Score
27	51
28	45
29	42
30	53
31	52
32	56
33	52
34	62
35	58
36	39
37	45
38	43
39	39
40	48
41	52
42	65
43	61
44	61
45	44
46	58
47	62
48	47
49	48
50	59
51	59
52	56
53	53

5.2 Using T-Tests

Four T-Tests were used to compare the two group means i.e. the pre-test scores and the post-test scores by calculating Student's T-value and testing the significance of the difference between the means. It tested independent samples, i.e. the separate group results, as well as the paired samples, i.e. the pooled group results.

In the independent samples test, variance estimates are calculated, along with the F value used to test homogeneity of variances and its significance level. As for the paired samples test, it compares two variables with each other, in this case the pre-test and the post-test scores of the students in each group.

Each T-Test produced the following information based on the scores in the pre-test and the post-test:

1. group mean
2. standard deviation
3. standard error
4. F value
5. T value
6. pooled variance estimate:
 - P-value
 - degrees of freedom
 - two-tailed probability
7. separate variance estimate:
 - P-value
 - degrees of freedom
 - one-tailed probability

All statistics provided by the T-Test were interpreted through the use of standard mathematical tables, in this case a percentage point, student's T-distribution table.

5.2.1 Data Compared in T-Tests

T-Test #1 Group A's pre-test mean and Group B's pre-test mean.

T-Test #2 Group A's pre-test mean and post-test mean.

T-Test #3 Group B's pre-test mean and post-test mean.

T-Test #4 Group A's post-test mean and Group B's post-test mean.

The data collected in the above T-Test were used to verify our hypotheses:

Hypothesis #1 The experimental group (Group A) and the control group (Group B) will show no significant differences in listening comprehension ability in the pre-test.

Hypothesis #2 Group A will show significant progress in listening comprehension ability in the post-test.

Hypothesis #3 Group B will show no significant progress in listening comprehension ability in the post-test.

Hypothesis #4 Group A will show significantly more progress than Group B in listening comprehension ability in the same post-test.

5.2.2 T-Test Administration and Objectives

Students in both Group A and Group B were selected to participate in the project on the basis of personal criteria described in the chapter on the student population. Their

scores on the TCALS were part of these criteria: participation in the study was limited to students whose scores were between 39% and 60% in the pre-test. [See Table C above for individual pre-test scores]

The fifty-three students who were selected to participate in the study were divided into two groups at random. An analysis to establish normality in the two groups was essential in order to undertake T-Tests. Normality (or a normal curve) is statistically established at the .05 level. The Shapiro-Wilk's test²⁹ was used to establish normality in Group A's pre-test scores and post-test scores as well as those of Group B's pre-test scores and post-test scores.

Group A's pre-test scores were estimated to be .486 and post-test scores were estimated to be .469 which represent a normal curve.

Group B's pre-test scores were estimated to be .509 and post-test scores were estimated to be .047. This latter result was deemed to indicate doubtful normality.

A Wilcoxon³⁰ two-tailed test was used to verify this discrepancy. It was established through this test that Group B's post-test scores in fact showed normality which was estimated at .33706.

5.2.2.1 T-Test #1

In T-Test #1, Group A's pre-test scores were compared to Group B's pre-test scores. T-Test #1 was meant to verify whether the participants in Group A and Group B were of significantly the same level of competence in ESL listening comprehension ability.

This T-Test was intended to compare both groups in order to establish whether there was any significant difference between the individuals' listening comprehension ability before the learning activities in this research project were undertaken. It was our hypothesis that there was no significant difference in listening comprehension ability between Group A and Group B at the outset of this project.

5.2.2.2 T-Test #2

The experimental group (Group A) in this research project was given a pre-test in listening comprehension at the outset of the project and a post-test at the conclusion of the project to measure whether any progress in listening comprehension ability had been achieved. Students' scores on Form A of the TCALS were used as pre-test scores [See Table C for individual pre-test scores.] Students' scores on Form B of the TCALS were used as post-test scores. [See Table D for individual post-test scores.]

²⁹ Shapiro, S.S. and M.B. Wilk, (1965). "An Analysis of Variance Test for Normality (complete samples).", *Biometrika*, 52, 591-611.

³⁰ Lehmann, E.L., (1975). *Nonparametrics: Statistical Methods Based on Ranks*. New York, Holden Day, 123-132.

In T-Test #2, Group A's pre-test mean and post-test mean were compared. To do this, it was necessary to establish the difference between the means in the post-test versus the pre-test to see whether on average this difference was nullified.³¹ A one-tailed test was used. It was intended to verify whether the students in the experimental group had achieved any significant positive progress in listening comprehension ability over the period of thirteen weeks covered by the research project.

It was our hypothesis that Group A would show significant progress upon comparing the results in the pre-test and the post-test.

5.2.2.3 T-Test #3

The individuals in the control group (Group B) were given the same pre-test and post-test in listening comprehension ability that were used in Group A, the experimental group. The pre-test was given at the outset of the project, i.e. during Week #1 and the post-test was given during Week #13 of the project.

In T-Test #3, individual student pre-test scores and post-test scores [See Table C and Table D] were compared. It was essential to establish the difference between the means in the post-test versus the pre-test to see whether on average this difference was nullified.³² A two-tailed test was used. Group B's pre-test mean and post-test mean were compared to verify whether the students in the control group had achieved any significant positive or negative progress in listening comprehension ability at the conclusion of the project.

It was our hypothesis that Group B would show no significant progress in the post-test on listening comprehension ability after the project activities had ended.

5.2.2.4 T-Test #4

Group A's post-test mean was compared to Group B's post-test mean [See Tables C and D]. This was done to verify whether there was any significant difference in listening comprehension ability between the individuals in both groups once the experimental activities had ended. A co-variance analysis was necessary to control the results in the pre-test which afforded a co-variable. It was necessary to adjust the mean scores in order to control the errors in the model which was used.³³

It was our hypothesis that Group A would show significantly more progress than Group B in the same listening comprehension post-test.

³¹ Montgomery, D.C., (1984). *Design and Analysis of Experiments*. Second Edition. New York, Wiley, 32-36.

³² Ibid.

³³ Montgomery, D.C., (1984). *Design and Analysis of Experiments*, Second Edition. New York, Wiley, 475-495.

5.2.3 T-Test Results and Analysis

5.2.3.1 T-Test #1 — Results

Table E
Comparison of Group A Pre-Test Scores and Group B Pre-Test Scores

This T-Test compares Group A's pre-test scores and Group B's pre-test scores on Form A of TCALS.

The following information in this table is of interest:

GROUP A pre-test		GROUP B pre-test
51.4231	mean	49.9629
5.707	standard deviation	4.879
1.119	standard error	0.938
1.40	F value	1.40
1.09	T value	1.09
.3225	P value	.3209

Analysis

On comparing Group A mean and Group B mean of pre-test scores, the T-Test combined variance estimate and separate variance estimate result in a T value of 1.09.

To evaluate whether there is any significant difference between both means, the degrees of freedom, in this case 52 in the pooled estimate and 49.13 in the separate estimate, are used to analyse the students't-distribution in percentage points. On verifying in a t-distribution table³⁴ using a «significance level» of .05 which is most often used in this type of test, the table shows a t-distribution value of between 1.684 and 1.671. Any number smaller than this would indicate there is no significant difference between the two means in question. In fact, the T value in T-Test #1 is 1.09 which is lower than the t-distribution value in the tables consulted. Students' P value in Group A was .3225 and Students' P value in Group B was .3209. This is well over the .05 significance level. This confirms hypothesis #1 that both groups showed no significant difference in listening comprehension ability in the pre-test.

We can therefore assume that both groups entered the project with ostensibly the same level of listening comprehension ability.

It is essential to recall the objective of this preliminary test which was to assure that both the experimental group and the control group were of very similar ability before the research activities were undertaken. This clearly established point of departure would allow us to ascertain whether any measurable progress was made in both groups due to the research activities which basically was the specific objective of our project.

³⁴ Beyer, W H., (1973). *Standard Mathematical Tables*. Ohio, CRC Press, p. 490.

5.2.3.2 T-Test #2 - Results

Table F
Comparison of Group A Pre-Test Scores and Post-Test Scores

This T-Test compares Group A's pre-test scores on Form A of TCALS and its post-test scores on Form B of TCALS

The following information is of interest:

GROUP A pre-test		GROUP B post-test
51.4231	mean	58.3461
5.707	standard deviation	9.704
1.119	standard error	1.903
1.40	F value	2.89
1.09	T value	3.15

The difference between the means in the post-test and the pre-test is 6.92307. Standard error of the means is 1.7671. The results in the one-tailed test is .0004.

Analysis

When comparing Group A's pre-test mean and its post-test mean, the T-Test combined variance estimate and separate variance estimate result in a T-value of 3.15.

There are 50 degrees of freedom in the pooled variance estimate and 40.45 degrees of freedom in the separate variance estimate. When these are used to determine the t-distribution in percentage points with a .05 significance level, the table shows a t-distribution value of between 1.684 and 1.671. Any value lower than this would indicate there is no significant difference between both means.

In fact, the T-value in T-Test #2 is 3.15 which is higher than the t-distribution value in the tables consulted. A second study dealt with the difference between the means in the post-test (58.3461) and the means in the pre-test (51.4231) which is 6.92307. Standard error in the means is 1.7671. This produces a difference of .00004 which was not nullified because it is far lower than .05. This confirms significant progress was made. This validated hypothesis #2 that Group A would show significant progress in listening comprehension ability in the post-test after the project activities had ended.

Progress in listening comprehension ability was achieved by Group A, as its pre-test mean score was 51.4231 and its post-test mean score was 58.3461. The progress was statistically significant and shows the experimental activities had a positive effect in developing these learners' ability. It in fact raises the group's performance level to the superior limit of 60% in the TCALS for the intermediate level.

5.2.3.3 T-Test #3 - Results

Table G
Comparison of Group B's Pre-Test Scores and Post-Test Scores

**This T-Test compares Group B's pre-test scores
with its own post-test scores**

The following information is of interest:

GROUP B pre-test		GROUP B post-test
49.9629	mean	51.3332
4.821	standard deviation	8.399
0.911	standard error	1.616
3.04	F value	3.04
- 0.80	T value	- 0.80

The difference between the means in the post-test and the pre-test is 1.37. Standard error of the means is 1.434. The results in the two-tailed test is .33706.

Analysis

Group B's pre-test mean when compared to its own post-test mean produces a T-value of -0.80 in a T-Test combined variance estimate and a separate variance estimate.

There are 53 degrees of freedom in the pooled variance estimate and 41.14 degrees of freedom in the separate variance estimate. When these are used to determine the t-distribution in percentage points with a .05 significance level, the t-distribution table shows a distribution value of between 1.684 and 1.671. Any T-value lower than this would indicate there is no significant difference between both means.

In fact, the T-value in T-Test #3 is -0.80 which is lower than the t-distribution value in the tables used. A second study dealt with the difference between the means in the post-test (51.3332) and the means in the pre-test (49.9629) which is 1.37. Standard error in the means is 1.434. This produces a difference of .33706 which was nullified because it is higher than .05, the significance level. This indicates there is no significant difference between Group B's listening comprehension ability before and after the project activities had taken place.

These results confirm hypothesis #3 that Group B would show no significant progress in the post-test measuring listening comprehension ability. We can therefore assume, and this is confirmed when taking Group B's pre-test scores and post-test scores into account, that Group B was not significantly helped to develop listening comprehension ability through the activities it was required to undertake.

5.2.3.4 T-Test #4 - Results

Table H
Comparison of Group A Post-Test Scores and Group B Post-Test Scores

This T-Test compares Group A's adjusted post-test scores
and Group B's adjusted post-test scores

The following information is of interest:

GROUP A post-test		GROUP B post-test
57.8408	adjusted mean	51.9169
9.704	standard deviation	8.399
1.6405	standard error	1.6135
6.97	F value	6.97
.0131	P value	.0131

Analysis

Group A's post-test mean when compared to Group B's post-test mean produces a T-value of 2.83 in a T-Test combined variance estimate and a separate variance estimate.

There are 52 degrees of freedom in the pooled variance estimate. When these are used to determine the t-distribution in percentage points with a .05 significance level, the t-distribution table shows a t-distribution value of between 1.684 and 1.671. Any P-value higher than this would indicate there is a significant difference between the two means under comparison.

Here, the negative hypothesis that no difference between Groups A and B was apparent was tested with adjusted mean scores as recommended by Montgomery³⁵ to control the estimates in the pre-test and post-test and to control the errors in the testing device which was used in the pre-test.

In fact, the P-value in T-Test #4 is .0131 which is lower than the t-distribution value in the tables used. This indicates there was a significant difference between Group A's post-test mean and Group B's post-test mean after the project activities had been completed.

These results confirm hypothesis #4 that Group A would show significantly more progress in listening comprehension ability than Group B in the same post-test after having undergone the experimental activities in the project. We can therefore assume that, under these circumstances, the experimental activities significantly helped Group A develop more listening comprehension ability than the control group activities helped Group B.

³⁵ Montgomery, D.C., (1984) *Design and Analysis of Experiments*, Second Edition. New York, Wiley, 475-495.

5.3 Interpreting the Results

The statistics produced by the T-Tests in this project once interpreted through the use of students' t-distribution tables have confirmed our hypotheses which stated in 4.3 (see above) and are summarized as follows:

- Hypothesis #1 Group A and Group B will show no significant differences in listening comprehension ability in the pre-test.
- Hypothesis #2: Group A will show significant progress in listening comprehension ability in the post-test.
- Hypothesis #3: Group B will show no significant progress in listening comprehension ability in the post-test.
- Hypothesis #4: Group A will show significantly more progress than Group B in listening comprehension ability in the same post-test.

5.3.1 *Hypothesis #1 — Discussion of Results*

Our project was founded on the premise that both the experimental group (Group A) and the control group (Group B) showed little or no differences in listening comprehension ability at the out-set of the project. We grouped individuals whose age, sex and place of origin were essentially the same.

In addition, it was our feeling that the pre-test was sufficiently discriminating to allow an adequate selection of similarly skilled individuals to be made. It was important to establish that the individuals in both groups were of similar competence in second language listening comprehension skills before any project activities were undertaken. This would enable this research to measure whether any significant progress would be made after the individuals in each group had taken part in the experimental activities.

T-Test #1 confirms our first hypothesis, in that it shows the individuals in Group A (the experimental group) were in fact of the same level in second language listening comprehension ability as were those individuals in Group B (the control group). This means both groups set out with about the same level of competence. There was no significant difference between the two groups [See T-Test #1 — Analysis — page 29 above] before the experimental activities were undertaken.

This confirmation is crucial to this research in that it opens the possibility of measuring whether any change in competence in ESL listening comprehension ability did occur as a consequence of the experimental activities during the research project.

5.3.2 *Hypothesis #2 — Discussion of Results*

Our project was based on the premise that Group A (the experimental group) would show significant progress in listening comprehension ability when its pre-test mean and its post-test mean would be compared. We assumed that over a period of thirteen weeks and in the context of our experimental activities, the experimental group would show significant progress. T-Test #2 validated hypothesis #2.

On comparing Group A's pre-test results and post-test results [See T-Test #2 — Analysis] significant progress was shown. Group A went from a 51.4231 mean in the pre-test to a 58.3461 mean in the post-test. Statistically, this shows that reading the tapescript aloud in class before viewing authentic video material does help to prepare and develop the acquisition of listening comprehension in intermediate learners of English as a Second Language. These findings of course are limited by the selection criteria that were used to choose the individuals who participated in the project and by the circumstances surrounding our project.

The findings confirm that intermediate learners of ESL were helped to develop listening comprehension ability through reading of a tapescript of authentically spoken English before listening to this same authentic spoken English. The combination of exposure to the written form of what is subsequently listened to seemingly triggers the development of the ability to decode what is heard. By appealing to the reading ability that he already possesses, the learner is given an opportunity to understand and to recognize the authentic language material that he will hear. Upon hearing the authentic material, the learner develops the ability to understand it based on his prior exposure through reading.

Surprisingly, not only does the learner develop the ability to decode the spoken English in the authentic video material that he was exposed to, but, simultaneously, the learner develops the ability to understand any authentic spoken English heard in the real world. This is confirmed by the fact that the spoken material in the post-test had never been heard prior to the test.

5.3.3 Hypothesis #3 — Discussion of Results

One of our concerns in this research project was to show that listening comprehension ability does not develop spontaneously, that exposure to authentically spoken English over a period of time in a classroom setting does not assure the development of listening comprehension ability. We felt that when mere exposure to authentic spoken English is reduced in time to a minimum as it normally is in a classroom setting, it cannot be assumed that this will allow a second language learner to develop listening comprehension ability to a functional level.

Our research was based on the idea that mere exposure to authentic spoken English does not help students overcome their fear of authentic spoken English, and neither does it help learners to develop skills that produce better listeners.

T-Test #3 confirmed hypothesis #3 that individuals in Group B would show no significant progress in the post-test. A comparison of both means [See T-Test #3 — Analysis] shows a very slight increase between pre-test mean and post-test mean: Group B went from a 49.9629 in the pre-test to a 51.3332 mean in the post-test. This slight increase is not significant.

It could be argued that some progress did in fact occur, but the statistical analysis confirms that there is no really significant difference between both means. We can therefore assume that Group B's listening comprehension ability did not significantly change over the period of thirteen weeks during which it was exposed to authentically spoken English on a regular basis.

It would be useful here to remember that this exposure was solely of an oral nature as the individuals were limited to listening to the authentic materials in the project, to discussing the meaning of what was said in these materials, and to defining what was said in these materials through the use of English paraphrase and English synonyms.

There was never any reference made to, or any use made of the written script of the dialogue contained in these authentic materials. These individuals did not, at any time, see the written form of what was said in the listening materials.

This was done intentionally to see whether any significant change in listening comprehension ability does occur in a classroom setting over a limited period of time if the learner is given nothing more than what has been described in the preceding paragraph. T-Test #3 allows us to state that no such significant change did occur in Group B under the above circumstances.

5.3.4 Hypothesis #4 — Discussion of Results

The main objective of our research project was to confirm the positive influence of reading a tapescript combined with specific listening tasks on the acquisition of listening comprehension ability when using authentic video materials in an ESL classroom. Our intention was to investigate whether reading a tapescript (the written dialogue) of authentic listening materials could help the ESL intermediate learner to develop his ability to understand authentically spoken English.

Our research was based on the premise that reading comprehension combined with the assignment of specific listening tasks will increase the ESL learner's ability over a limited period of time to comprehend authentic audio-visual materials. By extension, we believe this newly-developed classroom ability will translate itself into an increased ability to comprehend any normally-spoken English.

T-Test #4 confirmed hypothesis #4 that Group A's (the experimental group) post-test mean would be significantly different from Group B's (the control group) post-test mean. Group A's adjusted post-test mean was 57.8408 whereas Group B's adjusted post-test mean was 51.9169. A comparison of these two means shows Group A's mean score was significantly higher than Group B's mean score in the post-test [Form B of TCALS].

This does confirm that Group A's exposure to the written form of the authentic dialogue which after having been read was subsequently listened to in the classroom combined with the assignment of specific listening tasks assured significantly more progress in listening comprehension ability by these learners than did occur in Group B learners whose learning activities had only one major difference with those in Group A, the absence on any contact with the written form of the dialogues that were listened to.

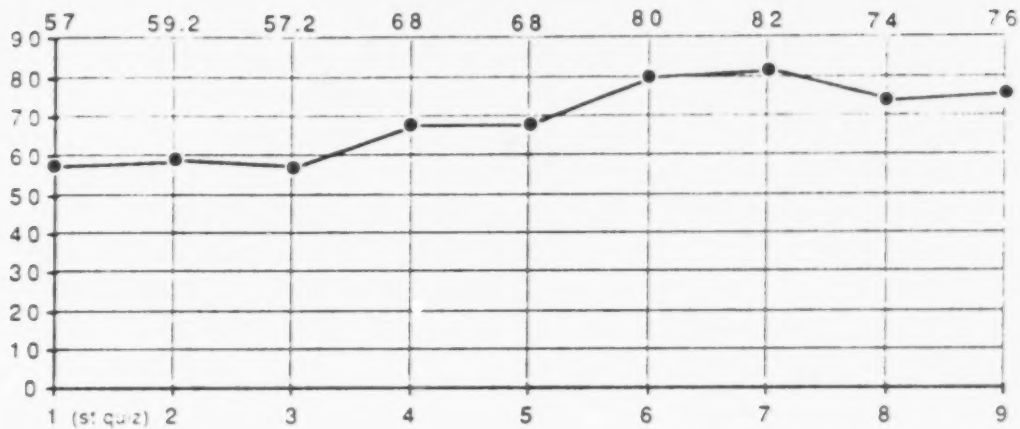
This pattern of increased listening comprehension ability became progressively apparent as the experiment was evolving. Both groups were given the same video quizzes on a regular basis. These quizzes have neither been validated nor standardised and have not been used to confirm our hypotheses. They are merely used here to illustrate our point. A graph of Group A mean scores in these quizzes is available in Table I and a graph of Group B mean scores in these quizzes is available in Table J.

A closer examination of Table I and Table J affords a visual comparison of this emerging progress in Group A and in Group B. Tables I and J show Groups A's superior performance in all but two quizzes (quiz #2 and quiz #7). Table I also confirms a positive pattern in development in Group A whereas the peaks and valleys in Table J show a much more erratic pattern in the development of Group B's ability. These quizzes however were not standardised and so can only be used as an illustration. They do not offer any validated results.

VIDEO QUIZ RESULTS

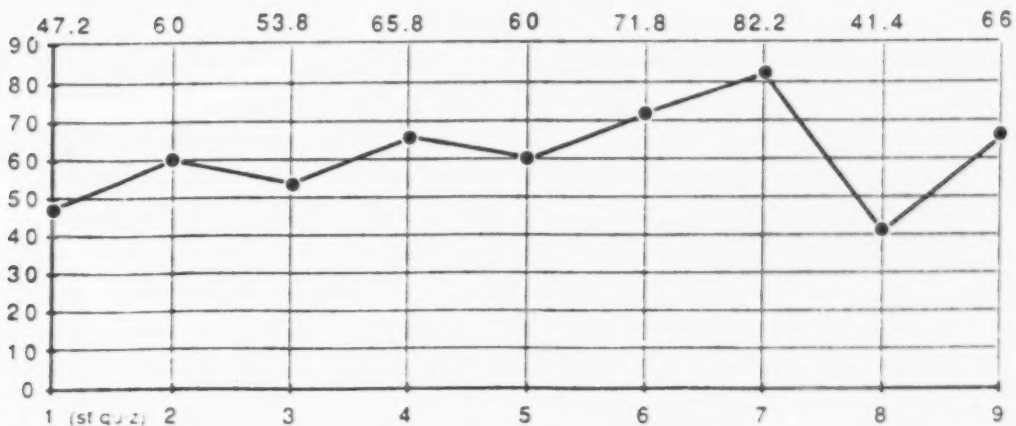
5.3.5 Table I - Video Quiz Mean Scores

EXPERIMENTAL GROUP A General Average: 69
26 Individuals



5.3.6 Table J - Video Quiz Mean Scores

CONTROL GROUP B General Average: 60.9
27 Individuals



6. CONCLUSION

6.1 Practical and Theoretical Considerations

This project was an investigation of the effectiveness of using authentic video materials combined with reading the written tapescript of such materials in order to develop an increased

ability in listening comprehension in intermediate ESL learners at the CEGEP level. The findings of this research project suggest those learners who had access in classroom activities to authentic video materials, but who read the written tapescript of these materials prior to viewing them, and who accomplish listening tasks during the listening activities made significantly more progress in developing their listening comprehension ability than those learners who did not have access to the written tapescript during these same listening activities.

Our study shows that reading a tapescript was a useful tool for intermediate ESL learners to develop their comprehension of authentic video materials. Reading the tapescript seems to have given these learners an advantage over those learners who were not allowed to read the tapescript before or at any time during their work with the authentic video materials.

The two groups of ESL intermediate learners were given the same pre-test before the research activities were assigned. The pre-test results indicate that the individuals in both groups were significantly of the same level of listening comprehension ability before the research activities were begun. However, the results in a post-test in listening comprehension ability which was given to these same individuals after they had terminated the research activities suggest that the individuals in the experimental group had made significantly more progress than the individuals in the control group.

The individual learners in both the experimental group and the control group were learning ESL in the same CEGEP, in the same classroom, and were instructed by the same teacher. The exact same authentic video materials were studied under the same conditions. All the same listening tasks were assigned. The same amount of time was spent working on the video materials and the facts therein as well as on explaining difficult vocabulary items.

The only difference between both groups was the fact that the experimental group was asked to read the tapescript of the authentic video materials outloud in class prior to viewing them. Individual learners were called upon to assume a role and to take part in a group reading. Special attention was given to accurate pronunciation, rhythm and intonation. Special attention was given to difficult vocabulary items by providing either English synonyms or an English paraphrase. No reference was made to the learner's mother tongue.

We can now speculate that reading the tapescript in this way prepared the learners in the experimental group to recognize and to decode what they subsequently heard. Their contact with the written tapescript must have given them the means to anticipate the language content in the authentic materials and to associate the visual images with the language material in order to organize it into a meaningful message. The care given to accurate pronunciation, rhythm and intonation during the group reading must have helped the learners interpret the message, must have developed their ability to recognize spoken language structures, and must have helped them assimilate a number of idiomatic vocabulary items. All this in fact led them to an increased ability to understand what they heard.

6.2 Limitations

It is essential, however, to state that these results are limited in scope by the specific context of this study:

- the limited number of individuals who participated,
- the language proficiency level of the learners involved in the project,
- the environment in which the research took place,
- the period of time over which the learning activities occurred.

We realize the number of participants could have been higher. We would have preferred to have at least one other experimental group. A large sampling would have been ideal, but in the context of a small rural college, it appeared impossible to identify more individuals available to participate in the study at that time. It is important to remember that the experimental activities were carried out by the same teacher so as to avoid any differences in approach from one group to the other. This created complicated scheduling problems. Each individual student schedule had to coincide with the teacher's availability as well as with the availability of space in the language laboratory. The number of individuals in the study does not have any effect, however, on the results.

The selection of those individuals was made even more difficult because of the criteria on the basis of which the two groups were formed: age, mother tongue, place of origin, language proficiency level. Many more students could have participated had any one of these criteria been dropped, especially those of place of origin and language proficiency level. We selected students who were from the specific area described as being a rural unilingual area in eastern Québec, and who had scored between 39% and 60% on the pre-test, classifying them as intermediate ESL students. Homogeneity within both groups was upheld as essential and consequently the number of candidates who qualified for the study dropped dramatically.

The context in which the study was undertaken also limits the scope of the results. Our findings are only applicable to:

- CEGEP level ESL students,
- ESL courses given in a French rural area of Québec,
- intermediate ESL learners between the ages of 17 and 20 years old,
- work done over a period of thirteen weeks at the rate of fifty minutes a week.

We realize the time factor has a great bearing on the results obtained in the study. Thirteen weeks at the rate of fifty minutes of exposure to authentic video materials per week is an extremely short period of time. It could be argued that it is totally unrealistic to expect any significant progress in listening comprehension ability by any individual learner over such a short time frame.

This realization would appear to give weight to our validation of hypotheses #2 and #4: our position is that over such a short period of time, the progress made by the individuals in the experimental group is very substantial as opposed to the lack of progress made by the individuals in the control group.

6.3 Suggestions for Further Study

We now realize that more research in this field is needed to widen the scope of our own findings and to achieve a greater understanding of the factors that are involved in the process of

developing listening comprehension ability in ESL intermediate learners. Even though we have come to realize that authentic video materials can be made more accessible by the systematic reading of a tapescript thereof, and can become a more effective tool to develop over-all listening comprehension ability, we, by the same token, must admit our lack of knowledge as to the nature of the underlying process involved.

The following are questions, we feel, require further study:

1. Would more substantial progress be made in developing listening comprehension ability over a longer period of time:
 - a — by learners who have access to reading a tapescript before viewing authentic video materials?
 - b — by learners who do not have access to reading a tapescript before viewing authentic video materials?
2. Would learners of other proficiency levels be aided in developing their listening comprehension ability by using the approach described in his study?
3. Would learners who have more contact with the target language outside the classroom, for example in a large urban environment, be aided through the use of authentic video materials in this way?
4. How significant is the factor of the learner's age in this approach?
5. How significant is the factor of authenticity in the materials used?
6. How significant is the language content, and the attention given to pronunciation, rhythm and intonation in this approach?
7. How significant is the nature of the materials used: video materials as opposed to audio materials, informative materials as opposed to entertaining materials, for example?
8. How significant is the nature of the reading tasks used in this approach?
9. Should listening comprehension ability be developed prior to other language skills, or simultaneously with skills like reading, speaking and writing?

We are personally convinced that developing listening comprehension ability to a functional level can be achieved in a classroom setting. We have attempted to scratch the surface of this extremely complex process which we personally feel a need to understand. We suggest that ESL teachers who really intend to help ESL learners to make significant progress within their classrooms need to have a better understanding of the nature and the usefulness of the activities that they use in their classrooms. We realize that much more research is needed to develop an effective teaching strategy that can satisfy learner needs as well as teacher expectations.

We suggest that the problem we encountered in our ESL classes, that is the lack of listening comprehension ability in learners who have several years of second language learning experience, can be dealt with through the systematic combination of reading and listening tasks. This approach has been tested and validated in our study.

We can conclude that the development of listening comprehension ability will be significantly achieved in intermediate ESL learners who are exposed to scripted authentic video

materials through reading, followed by the viewing of such materials. By capitalizing on the reading comprehension ability that our students had developed prior to our research project, we were able to help students significantly progress in listening comprehension ability. Learners, who were aided in this way, became conscious that developing their listening comprehension ability in a classroom is possible over a relatively short period of time. This approach helped students overcome their fear of authentic spoken English and motivated them to become active listeners.

We believe this confirms our suggestion that mere exposure to spoken English in a classroom setting is insufficient to lead to increased listening comprehension ability in ESL learners. The approach that we propose in this project develops in the ESL learner the skill to predict what he will hear, by developing in him sensitivity to speaker, place, time and topic. As G. Brown suggests, the learners in our experimental group were helped to focus on what preceded an utterance to allow them to interpret the message properly.

These findings also point to the usefulness of authentic materials. Learners must have exposure to «real-world» language and all that this implies, in order to become really functional language users. Learners, as D. Porter and J. Roberts suggest, must be sensitized to the relationship between language and body language, tone of voice and facial expressions. Authentic materials provide the learner with an authentic experience of all these dimensions.

It is now clear to us that learners who have access to a script of what is heard will not slow down the process of developing their listening comprehension ability contrary to H. Taylor, in his article on a viable Language Lab, and to E. Nida who prescribed the use of a tapescript in the first stages of listening to new material. On the contrary, a written tapescript provides the learner with optimal conditions that allow the learner's acquisition processes to develop, and an opportunity, as G. Brown recommends, to expose the learner to normally spoken English. Moreover, successful listening will lead to skill development as suggested by T. Quinn and J. Wheeler in their article on listening comprehension. The findings in this research project lead us to believe that systematic exposure to scripted authentic materials is an effective means to develop listening comprehension, and that a tapescript is an effective tool to develop this skill.

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ANNEX I

DESCRIPTION OF CONTENT

Audio-Visual Materials and Nature of Listening Tasks

Week 2 – Physical Attraction
Part I – (76-240)* – p. 1-6**

(EPISODE OF THREE'S A CROWD)

	Characters	Outline
Scene 1 – (76-96) p. 1	Jack Vicky	Breakfast. Vicky has a pulled muscle. Jack offers to massage her neck.
EXERCISE: <i>Identify the mood</i>		
Scene 2 – (96-170) p. 1-2-3-4	Jack Vicky	Mr. Bradford offers house warming gifts: picture of himself and two tickets to a concert. Jack accepts the tickets even though he'll miss the football game on TV because he wants to prove that Vicky and he have many things in common.
EXERCISE: <i>Predict out-come</i>		
Scene 3 – (170-240) p. 5-6	Jack Vicky Lady Host	Concert hall. Jack brought a transistor radio to the concert. Lady beside him is disgusted. He listens to the game. He disrupts the concert when his team makes a touch-down.

EXERCISE: *Chronological order of events*

QUIZ: on Part I

Week 3 – Physical Attraction (cont'd)
Part II – (240-400) – p. 6-10

* These numbers refer to the tape position indicator on the video-taperecorder.

** These pages refer to the tapescripts which were handed out to the students in Group A. These tapescripts are not available in this document.

	Characters	Outline
Scene 4 — (240-308) p. 6-7-8	Vicky Jack	Bedroom/Bathroom. Vicky is upset with Jack's behavior at the concert. Jack tries to come on to her. Vicky realizes their physical attraction is very strong. They decide to cool it for a week.

EXERCISE: Determining important words/information

Scene 5 — (336-400) p. 8-9-10	Vicky Jack	Bedroom. Three days later. Jack and Vicky are proud of all of the things they have done together. But they still feel desire for one another. Vicky decides to sleep on the couch for the rest of the week.
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EXERCISE: Focusing on details

Quiz: on Part II

Week 4 — Physical Attraction (cont'd)

Part III — (400-507) — p. 10-14

	Characters	Outline
Scene 6 — (400-435) p. 10-11-12	Jack Vicky	Jack is in a foul mood. Vicky is still sleeping on the couch. Mr. Bradford comes to give them tickets to a second concert. They tell him to leave because he's not minding his own business.

EXERCISE: Identifying stressed words

Scene 7 — (435-481) p. 12-13	Jack Vicky Host Lady	Concert Hall. Front row seats. Jack and Vicky make out at the concert in front of everyone. They disrupt the concert.
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EXERCISE: Identifying levels of formality

Scene 8 — (481-507)	Jack Vicky	Apartment. They discuss their relationship and they realize they feel true love for one another.
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EXERCISE: Identifying differences of meaning

Quiz: on Parts I, II, III of Physical Attraction

Week 5 — Automatic Teller

Part I — (0-184) — p. 1-5

(EPISODE OF THREE'S COMPANY)

	Characters	Outline
Scene I — (0-68) p. 1-2	Jack Terry Mr. Ferley	Terry invites Jack to the beach. Jack says he's going to the bank. Mr. Ferley refuses to repair their couch. Terry threatens to call the owner of the building.

EXERCISE: *Identify the mood and tone*

Scene 2 - (68-100)

Jack
Depositor
Policeman

Jack goes to the bank.
Automatic teller breaks down.
Jack gets \$1,000 instead of \$100.

EXERCISE: *Pre-dicting the out-come*

(100-184) Scene 3
P. 3-4-5

Jack
Janet
Larry

Jack comes home. He decides to call the bank. He leaves message on answering machine. He decides to hide the money.

EXERCISE: *Chronological order of events*

Quiz: on Part I

Week 6 - Automatic Teller (cont'd)

Part II - (184-345) - p. 5-10

Characters

Scene 4 - (184-205)
p. 5-6

Jack
Janet
Mr. Ferley

Outline

Jack leaves when Mr. Ferley arrives. Mr. Ferley tells Janet he has bought a second-hand couch. Janet tells him to burn the old one.

EXERCISE: *Determining important words/information*

Scene 5 - (230-288)
p. 6-7-8

Janet
Jack

Janet tries out the new couch.
Jack arrives and realizes the old couch is gone. He panics. They find the bill. They call the Used-Furniture Store.

EXERCISE: *Focusing on details*

Scene 6 - (288-345)
p. 8-9-10

Janet
Jack
Mr. Brodey
Dog

Janet and Jack pretend they are looking for furniture. They find their old couch and buy it. They discover the money is no longer in the old couch.

EXERCISE: *Chronological order of events*

Quiz: on Part II

Week 7 - Reading Week - no classes

Week 8 - Mid-Term Evaluation
Review Automatic Teller
Parts I, II

Week 9 - Automatic Teller (cont'd)

Part III - (345-460) - p. 10-15

Characters

Scene 7 - (345-363)
p. 10-11

Janet
Jack
Terry

Outline

Janet and Jack discuss what Mr. Ferley might have done with the money. Terry comes home. She admits she convinced Mr. Ferley to buy a new couch.

EXERCISE: Identifying stressed words

Scene 8 — (363-420)
p. 11-12-13

Bank manager
Bank guard
Jack
Janet
Terry

Bank manager comes to pick up the money. Jack admits he lost the money. Bank manager threatens to call the police.

EXERCISE: Identifying levels of formality

Scene 9 — (420-442)
p. 13-14

Mr. Ferley and
characters in Scene 8

Mr. Ferley says he did the money in the new couch. He realizes the money is gone. He panics.

EXERCISE: Identifying stressed words

Scene 10 — (442-460)
p. 14-15

Larry and
characters in Scene 9

Larry admits he took the money.

EXERCISE: Identifying differences of meaning

Quiz: on Parts I, II, III

Week 10 — Tax Refund
Part I — (012-137) — p. 1-5

(EPISODE OF THREE'S CROWD)

Characters

Scene 1 — (21-35)
p. 1

Jack
Vicky
E.Z. Taylor

Outline

E.Z. brings Jack his mail.
He wants to borrow \$10.

EXERCISE: Identifying the mood and the tone

Scene 2 — (35-50)
p. 2

Jack
Vicky

Jack and Vicky open their mail. Jack asks Vicky to marry him. She gets a cheque for \$1,900 from the IRS

EXERCISE: Predicting the outcome

Scene 3 — (50-75)
p. 3

Jack
Vicky
Mr. Bradford

Mr. Bradford drops by. Vicky asks him for some advice on how to invest her money.

EXERCISE: Noticing changes in intonation and rhythm

Scene 4 — (75-137)
p. 4-5

Jack
Vicky

Jack complains that Vicky always turns to her father for advice. Vicky endorses her cheque over to Jack and tells him to invest it for her.

EXERCISE: Identifying meaning

Quiz: on Part I

Week 11 — Tax Refund (cont'd)
Part II — (137-324) — p. 5-11

	Characters	Outline
Scene 5 - (137-207) p. 5-6-7	Vicky Mr. Bradford Jack	Mr. Bradford comes to give Vicky some advice on investing her money. She tells him Jack has invested her money. Jack tells them about the investment.

EXERCISE: Chronological order of events

Scene 6 - (234-286) p. 7-8-9	Jack Vicky Mr. Bradford E.Z. Taylor	Jack realizes the wine he bought Vicky as an investment has turned to vinegar. He tries to hide it from Vicky and Mr. Bradford. He calls the wine broker to get a refund. Jack can't return the wine, and he doesn't know what to do!
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EXERCISE: Focusing on details

Scene 7 - (286-324) p. 9-10-11	E.Z. Taylor Jack	Jack looks through the want ads for a part-time job. E.Z. tells him about a Japanese Restaurant that needs table chefs.
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EXERCISE: Focusing on important information

Quiz: on Part II

Week 12 - Tax Refund (cont'd)

Part III - (324-476) - p. 10-15

	Characters	Outline
Scene 8 - (304-326) p. 10-11	Jack Boss	Jack applies for the part-time but the owner of the restaurant wants to hire only Japanese. Jack threatens to go to the Justice Department and he gets a try-out.

EXERCISE: Chronological order of events

Scene 9 - (326-427) p. 11-12	Jack Boss Table chef Customer	Jack tries to imitate the other chef, but it's far too difficult for him to handle. He makes a fool of himself.
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EXERCISE: Focusing on details

Scene 10 - (427-476) p. 12-13-14-15	Jack Vicky Mr. Bradford E.Z. Taylor	Vicky gets a letter from the IRS telling her there was a computer mix-up. She has to return the money. Jack is desperate. Mr. Bradford offers to buy the wine, and Vicky accepts. Jack is astonished to see all the other bottles were excellent.
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EXERCISE: Determining important information

Quiz: on Parts I, II, III

ANNEX II

VOCABULARY AND EXPRESSIONS STUDIED

Physical Attraction

- P. 1* *I pulled a muscle in my neck!*
You'll be good as new.
What's the matter?
Hold on! I'll get it! (door)
I was just about to sit down for breakfast.
- P. 2 *I'm the perfect weight for my height and build.*
It's a house-warming gift.
What do you know about that!
The Budemizer ensemble is giving a series of chamber concerts.
They're a world famous string quartet.
It's a shame the «Gong Show» isn't on anymore.
- P. 3 *Wouldn't it be nice to go out on your night off once awhile?*
The demolition derby.
You know there's always half-time.
There you go again!
- P. 4 *Oh now, come on Daddy!*
If it weren't for physical attraction there would be nothing to hold you two together!
This is a rare opportunity to savour one of the finer experiences in life.
How come you're not going?
No way!
- P. 5 *Boy, your father really gave us great seats.*
Otherwise, it would be very rude.
The Red Skins and the Raiders are tied.
My hearing aid.
They should have screens here!
Disgusting!
They're about to start.
They have to tune up first.
Touch down!
Would you loosen up!

* These page numbers refer to the pages of the tapescripts which were handed out to the students in Group A. These tapescripts are not available in this document.

*To look back on this.
I think you're being very petty!
I only went for your sake!
From now on...
If I'm big enough to say I'm sorry, you should be big enough to accept it!
You're foaming at the mouth!*

- P. 7 *Can you wiggle it?
Looks fine to me.
He said we have nothing in common.
Maybe we ought to cool it for awhile.*
- P. 8 *I'm telling you, when those two swans tiptoed across the stage, I got goose bumps.
I feel kind of guilty.*
- P. 9 *The fights.
Ring-side seats.
Especially when BoomBoom was knocked into our laps.
To get those stains off your dress.
I'll be right back!
You expecting a cold wave?
It's gotten a little chilly these last few nights.
Tell me about it!*
- P. 10 *Oh, me neither.
There's an old war movie on tonight.*
- P. 11 *Do you have to go around half naked?
The least you could do is put away your...
Is your neck still bothering you?
Are you all cultured out?*
- P. 12 *Despite what you think, we can keep our hands off one another.
Put a sock in it.*
- P. 13 *This whole thing has got me all confused.
SO what?*
- P. 14 *Vicky, are you coming on to me.*

AUTOMATIC TELLER

- P. 1 *I'm willing and able.
I can't go with you after all.
I'm going to pick up some plates.
Would you do me a favour and put on my suntan lotion?
Somebody's got to do it.
Are you kidding me.
Nobody in his right mind is going to notice.
You're talking to the master spreader.
That's all I could afford.*
- P. 2 *He's been baking too many banana cakes!
That couch is on it's last legs!
The springs are about to go!
When it comes to calling the signals around here.*

- P. 3 *I bet you say that to all the guys!*
Cash withdrawal.
Hold it! Hang on!
Up against the wall, buddy!
Holy cow!
Why do you always go sneaking around?
The money just kept pouring out.
- P. 4 Did you give him *his share*?
I saw the *cop!*
Bright and early!
- P. 5 *What else* is there?
Boy was he in a hurry!
A brand new couch.
A second-hand couch.
Tenants.
Don't press your luck!
- P. 6 The money machine *down at the bank* just went crazy and started spitting it out at me.
- P. 7 It's sort of brown.
- P. 8 Those *were wine stains*, you idiot.
He *hung up*, Jack.
This is a *genuine antique*.
Pumpkin!
Be cool, just play it cool.
- P. 9 Hey doggie, *what's happening?*
Pal.
We're just sort of *browsing* here.
We can go as *high* as ten dollars.
- P. 10 *Thirty bucks* is all this couch is worth!
Take it or leave it!
The little guy sold it to me *as is*.
Can we *have* our thirty dollars back.
- P. 11 Nice of you *to drop in*.
- P. 12 I think I can *handle this!*
Honesty is the best policy!
You *either come up with* the money or you're going to jail.
- P. 13 Landlord.
Honest as the day is long!
Hi kids, how do you like *my new duds?*
By the way, he says he left \$1,000 in an old couch.
Keep an eye on him!
You'll only *get yourself in deeper*.
He's been under a terrible strain!
He has *cracked!*
He is *to blame!*
This whole mess.

- P. 14 *Shush!*
 That's more like it!
 He's hyperventilating!
 Can we talk reward at all around here?
 Tell me what's going on.

TAX REFUND

- P. 1 *Ten bucks, boss.*
 I'm picking up my brand new custom-built surfboard today.
 Three hundred dollars indeed, for a surfboard!
- P. 2 *But for a quick «I do,» it could be...*
 Don't you ever give up?
 An income tax refund.
 You shouldn't blow your money on that.
- P. 3 *The IRS.*
 Nineteen hundred dollars.
 Precious metal shares.
 A mutual fund.
 What do you know about the stock market?
 It's a wonder some think-tank hasn't snapped him up.
 I'll be back later.
- P. 4 *You must automatically turn to your father.*
 It just so happens that...
 You really don't care what I think
 Anytime anything comes up.
 I've endorsed it over to you.
 I have some errands to run.
- P. 5 *I didn't expect you so soon.*
 There's a whole case downstairs.
- P. 6 *Today, it's worth over three hundred.*
 I don't want to brag, but I bought this way below retail.
 They threw it in for nothing.
 This humungous rock.
 I was aired.
 Talk about a bail!
- P. 7 *What the hell was that?*
 Beach talk.
 You think of a toast.
 Someday, it's going to be worth a fortune.
 OK, my lad...
 This stuff is awful!
 That must have turned.
 I just stuck Vicky with 13 bottles of vinegar!
 I just blew Vicky's nineteen hundred dollars.
 What's the hold-up?
 It need to breathe, to take the edge off and to give it a chance to mellow out.
- P. 8 *Emotional Health.*
 I'll pour it.

- Oh! *how clumsy of me.*
I'm going to leave before I wipe that smile off his face.
A wine broker.
I'm going to give him a piece of my mind.
It's really going to hit the fan.
You don't mess with Jack Tripper.
The lot's bad.
That's not your policy.
Well let me tell you something, buster.
He said all sales are final, no returns.
- P. 9 *Put it out in the alley for the trash pick up when you leave.*
I just hope we don't get fined for dumping toxic waste.
You're going to have to cover for me.
- P. 10 *Over on the next block.*
No wonder.
Those guys make a bundle.
I've been a big hit.
I hire only Japanese.
The government has been haggling about job discrimination.
See ya!
- P. 11 *They're so hard nosed about these things.*
You can fill in at lunch today.
I wanted to give Monsonara a head start.
I won't make him look bad.
Yummies.
Hold your applause, please!
Let's give the teapot a hand.
Watch out!
What's coming up next?
- P. 12 I don't know whether they want sushi, or what?
- P. 13 *Looks like I came along just in time.*
It's a deal!
Go ahead!
You shrewd old wheeler dealer!
I may have misjudged you.
- P. 14 *Alright, you rascal!*
Butterfingers!
This is heavenly!
Liquid sunlight.
You cluck!

ANNEX III

VIDEO QUIZES

Physical Attraction

Week 2 – Quiz on Part I – pages 1-6*

1. Mr. BRADFORD: Forget the pancakes. I'll just have coffee. Actually I came by to bring you a present.
VICKY: A present?
Mr BRADFORD: Yes, it's a house-warming gift. I think you'll really like it.
JACK: What do you know about that? That's very nice. What is it Mr. Bradford?
Mr. BRADFORD: It's a picture of me.

- A – Jack isn't surprised to see the gift.
B – Jack and Vicky have a new apartment.
C – Jack is insulted.

2. VICKY: Ahh, thanks Daddy. Ahh, what do you think Jack? Should we put it on the sofa table?
JACK: Where everyone can see it?
Mr. BRADFORD: What?
JACK: Where everyone can see it!

- A – Jack wants everyone to see Mr Bradford's picture.
B – Jack doesn't want to show Mr. Bradford's picture.
C – Jack pretends he likes Mr. Bradford's picture.

3. VICKY: But Jack, wouldn't it be nice to go out on your night off once in a while?
JACK: We went out two weeks ago.
Mr. BRADFORD: That was to the demolition derby, wasn't it?
JACK: It was an auto race.
Mr. BRADFORD: I knew it was something cultural.

* These page numbers refer to the tapescripts which were handed out to the students in Group A. These tapescripts are not available in this document.

A — Mr. Bradford believes Jack doesn't enjoy cultural activities.

B — Jack enjoys everything cultural.

C — Vicky thinks they go out often enough.

4. Mr. BRADFORD: Very well. I just hope you appreciate it. This is a rare opportunity to savour one of the finer experiences in life.

JACK: How come you're not going?

Mr. BRADFORD: And miss the Raiders Red Skins game? No way!

A — Mr. Bradford is generous.

B — Mr. Bradford is a snob.

C — Mr. Bradford is a hypocrit.

5. VICKY: Yeah, I really appreciate you giving up your football game tonight.

JACK: Are you kidding, Vicky? I know how much this means to you. Who's that?

VICKY: Some friends of my father's.

JACK: Oh, why don't you go over and say hello?

VICKY: Why?

JACK: Why I think you should because otherwise it would be very rude, Vicky, if you don't.

VICKY: Oh well then, OK. I'll be right back.

JACK: Take your time.

A — Vicky thinks good manners are very important.

B — Jack is trying to get rid of Vicky for a few minutes.

C — Jack likes Mr. Bradford's friends.

Physical Attraction

Week 3 — Quiz on Part II — pages 6-10

1. JACK: How many times do you want me to say I'm sorry? Would you loosen up! Come on, Vicky. Years from now you're going to look back on this and think it was very funny.

VICKY: Ha!

JACK: See, you're laughing already. If you ask me, I think you're being very petty! Well, I didn't ask to go to this concert. I only went for your sake!

VICKY: From now on, don't do me any favors?

A — Jack admits he wanted to go to the concert.

B — Jack tells Vicky to relax.

C — Jack isn't sorry for what he did.

2. VICKY: We're doing just what my father said.

JACK: He said we should do this?

VICKY: Jack, he said we have nothing in common except sex!

JACK: Your father doesn't know what he's talking about.

VICKY: Jack? Maybe we ought to cool it for a while.

- A — Vicky thinks her father is right.
B — Jack thinks Mr. Bradford wants them to have sex.
C — Vicky thinks its too cold!

3. JACK: Oh I did, I did. I liked it even more, I think, than you liked going to the fights last night.
VICKY: Oh no! That was so exciting. Ring-side seats!
JACK: Yeah, especially when Boom Boom Rodriguez was knocked into our laps. Do you think you'll be able to get those stains off your dress?
VICKY: Sure, no problem.

- A — Boom Boom Rodriguez pushed someone on Jack and Vicky.
B — Someone pushed Boom Boom Rodriguez on Jack and Vicky.
C — Boom Boom Rodriguez pushed himself on Jack and Vicky.

4. JACK: Oh there, turn around. You know it's really hard to believe that this week has gone by so fast.
VICKY: Oh yes.
JACK: Only four more days. In fact, that's only ninety-six hours.

- A — Jack wishes there were more hours in a week.
B — Jack can't believe the week is nearly finished.
C — Jack is finding the week very long.

5. VICKY: Jack? I'll be right back.
JACK: Oh, take your time, take your time. You're expecting a cold wave?
VICKY: Well, it's gotten a little chilly the last few nights.
JACK: Tell me about it!

- A — Jack agrees with Vicky that it's cold.
B — Jack wants Vicky to explain why it's so cold.
C — Jack is disgusted.

Physical Attraction

Week 4 — Quiz on Parts I, II, III

1. Mr. BRADFORD: The Budemizer Ensemble is giving a series of Chamber concerts, would you like to go?
VICKY: Oh! we'd love to! Right, Jack?
JACK: Buden...
Mr. BRADFORD: Budemizer, they're a world famous string quartet.
JACK: Quartet? Oh, hey, I love quartets. Remember Manford Man. There she was just walking down the street. Singing doowa diddi...
VICKY: Jack?
Mr. BRADFORD: It's a shame the «Gong Show» isn't on anymore. Oh here you go, tonight's the first concert.

- A — Jack knows a lot about string quartets.
B — Jack really enjoys Chamber concerts.
C — Jack appreciates Chamber music very little.

1. VICKY: You really enjoyed the ballet?
JACK: Oh, yeah! Vicky, I'm telling you, when those two swans tiptoed across the stage, I got goose bumps.
VICKY: It was beautiful, wasn't it?
JACK: Oh, yes!
VICKY: Thursday, they're going Romeo and Juliet.
JACK: Romeo and Juliet? Thursday? You see the thing is, I feel kind of guilty leaving EZ alone in the restaurant three times in one week.
VICKY: But he likes being in charge.
JACK: Yeah!
VICKY: And since you enjoyed the ballet so much...

- A — Jack is very disappointed he can't go back to the ballet.
B — Jack is trying to find an excuse not to go back to the ballet.
C — Jack was really impressed by the dancers at the ballet.

3. VICKY: What's the matter?
JACK: Well, do you have to go around half naked?
VICKY: What? Is that all you ever think about?
JACK: Listen, I think about a lot of things.
VICKY: Oh, well do you ever think of picking up your clothes. The least you can do is put away your SEX! «your socks»! Oh...

- A — Vicky is upset because Jack is in a foul mood.
B — Jack is in a foul mood because Vicky is not wearing enough clothes.
C — Vicky can't think of anything else but socks.

4. Mr. BRADFORD: Well, I was on my way to the office, and I thought I'd just drop by and say hello.
JACK: Hello, now if you don't mind?
Mr. BRADFORD: And to remind you of tonight's concert.
JACK: Concert?
Mr. BRADFORD: Well I told you it was a series, or are you all cultured out?
JACK: No, no, no... I really enjoyed that first concert. Didn't I Vicky?
VICKY: Oh, yeah. You should have seen him. He was so excited, he jumped right out of his seat.

- A — Mr. Bradford thinks Jack still doesn't like cultural activities.
B — Mr. Bradford forgot to say it was a series of concerts.
C — Vicky tells Mr. Bradford that Jack left the first concert.

5. JACK: This whole thing has got me all confused. You know, I mean... Look, you like ballet, I like football. So what? All I know is, is that I want to be with you all the time. And when you're away on a flight, I go crazy worrying something might happen to you. It's like a piece of me that's missing and then when I see you, suddenly I'm altogether again. And if that's physical attraction then I...

A — Jack thinks there is something missing in their relationship.

B — Jack is confused about ballet.

C — Jack is very lonely when Vicky is gone on a flight.

Automatic Teller

Week 5 — Quiz on Part I, pages 1-5

1. TERRY: But hey, would you do me a favor and put on my suntan lotion for me?
JACK: It's a dirty job, but somebody's got to do it.

A — Jack doesn't really enjoy this kind of job.

B — Jack hates having suntan lotion on his hands.

C — Jack is very pleased to do Terry a favor.

2. Mr. FERLEY: Hi, Terry. Oh! I love your sandals!
TERRY: See!
JACK: I said nobody in his right mind, remember?
Mr. FERLEY: Remember what?
JACK: Ah! The Alamo. Onward White Flash!

A — Jack is trying to confuse Terry.

B — Jack believes Mr. Ferley isn't normal.

C — Jack is going to an historical site in New Mexico.

3. JACK: Hey, hey. Hold it! Hang on! Wait a minute. Ah, is somebody in there?
POLICE: Up against the wall, buddy!
JACK: Yah!
POLICE: You dropped some money. It's up against the wall.

A — The policeman thinks Jack is stealing some money.

B — The policeman is being friendly.

C — The policeman wants to search Jack.

4. LARRY: Well. Did anybody see you take the money?
JACK: No. Just a policeman!
LARRY: Police. That's no problem. Did you give him his share?
JACK: Will you be serious! This is big trouble, man. You know I panicked when I saw the cop. I should have stayed there and explained it to him. But I just don't know, I took the money and ran.

- A — Larry thinks Jack should keep the money.
- B — Larry thinks policemen are dishonest.
- C — Larry isn't very upset about the money.

5. JACK: Oh. OK! Let me just see now, just relax. I just have to find a place to hide this till Monday. Some place safe.
- LARRY: Now, if you want me to take care of it? I could, ah?
- JACK: Huh!!!
- LARRY: Did you say a yes or a no?
- JACK: That's a goodbye, Larry!
- LARRY: I don't get it. Jack don't you trust me?
- JACK: Yes, with everything except money and girls.
- LARRY: What else is there?
- JACK: Get going!

- A — Larry, believes Jack should accept his help.
- B — Jack wants Larry to find a safe place to hide the money.
- C — Jack tells Larry to take care of the money.

Automatic Teller

Week 6 — Quiz on Part II, pages 5-10

1. Mr. FERLEY: Hi, Jack.
- JACK: Oh, Mr. Ferley. I don't have any time to talk now. I've got to go and pick up some dinner plates. I'll see you later.

- A — Jack dropped some dinner plates on the floor.
- B — Jack and Mr. Ferley are going to pick up some dinner plates together.
- C — Jack is going shopping.

2. Mr. FERLEY: Well, I just bought you kids a new couch.
- JANET: A brand new couch.
- Mr. FERLEY: That's right. A brand new second-hand couch.
- JANET: Oh!
- Mr. FERLEY: Well there's nothing too good for my tenants!

- A — Mr. Ferley bought: a used couch.
- B — Mr. Ferley bought: an expensive couch.
- C — Mr. Ferley bought: an un-used couch.

3. JACK: Where did he take the old one?
- JANET: I don't know Jack, I don't know. I told him he could take it out and burn it!
- JACK: You what?
- JANET: How was I supposed to know that you were going to hide the money in a stupid place like that?

- JACK: Janet! We've been living together for seven years. You should know me by now!
- JANET: Oh, wait a minute Jack, wait a minute. We're not thinking! Mr. Ferley would never burn anything he could get fifty cents for.

A — Jack thinks Janet shouldn't tell people what to do.

B — Janet thinks Jack is stupid.

C — Janet thinks Mr. Ferley is cheap.

4. Mr. BRODEY: Can I help you?
- JANET: Yes, my husband and I are newly-weds.
- Mr. BRODEY: Ah...
- JANET: And we don't know where to start!
- Mr. BRODEY: There's a book store across the street, they have all the latest.

Mr. Brodey suggests Janet and Jack need information about:

A — furniture

B — making love

C — literature

5. JACK: What?
- JANET: It's gone! Did you take it?
- Mr. BRODEY: Mo, no. I didn't. The little guy sold it to me as is. And that's the way it is, as is.

The couch was bought:

A — with a guarantee

B — in good condition

C — in its present condition

Automatic Teller

Week 9 — Quiz on Parts I, II, III

1. TERRY: Lotion.
- JACK: Rubbing.
- TERRY: Spread it on evenly, OK?
- JACK: Come on, Terry. You're talking to the master spreader, her. In school, I used to do this for the girls swim team at twenty dollars a week.
- TERRY: Twenty dollars?
- JACK: Yeah, that's was all I could afford!

A — The girls swim team hired Jack to work for them.

B — Jack received \$20. a week for the job.

C — Jack had to pay \$20. a week to buy lotion for the girls swim team.

2. LARRY: Did you rob a bank?
JACK: No, listen to me. I stuck my card in the automatic teller, and the money just kept pouring out. It wouldn't stop.
LARRY: Can I borrow your card?

A — Jack borrowed Larry's bank card.
B — Larry would like to use Jack's bank card.
C — Jack broke his bank card.

3. JANET: Hello, Mr. Brodey? Hi! Yeah! The couch that we're looking for is beige.
JACK: Brown!
JANET: OK! It's beigish brown and it's got three cushions on it.
JACK: Tell him about the flowers.
JANET: What flowers?
JACK: The little purple flowers.
JANET: Those were wine stains, you idiot! Oh, no, no, not you Mr. Brodey. Oh, Mr. Brodey? He hung up, Jack!

A — Janet thinks Mr. Brodey is an idiot.
B — Janet said the couch is dirty.
C — Jack forgot there were little flowers on the couch.

4. BANK MAN: You're only joking, aren't you? Where's the money?
TERRY: What money.
JACK and JANET: Not now, Terry!
BANK MAN: Tell us the truth!
TERRY: Yeah, Jack!
JACK: OK. Ah! Well, Terry, Terry, Terry. I actually... Janet, Janet, Janet! My mother once told me, honesty is the best policy. I don't have the money.
BANK MAN: Then you're going to jail!
JACK: Why... do I listen to my mother?

A — Jack thinks: he should lie.
B — Jack thinks: he should be honest.
C — Jack thinks: he shouldn't tell the truth.

5. JANET: He's our landlord.
JACK: Yeah, but he's very honest.
TERRY: Honest as the day is long.
JACK: He would never take any money.
Mr. FERLEY: Hi, kids! How do you like my new duds? They cost me a fortune!
JANET: Mr. Ferley, how could you?
Mr. FERLEY: Too conservative?

- A - Janet thinks Mr. Ferley doesn't buy nice clothes.
- B - Janet thinks Mr. Ferley is honest.
- C - Janet thinks Mr. Ferley used the money to buy his new clothes.

Tax Refund

Week 10 - Quiz on Part I, pages 1-5

1. VICKY: More coffee, Jack?
- JACK: No thanks, Vicky, I've had enough. And listen, don't let anyone tell you that you can't cook, darling. You made a fantastic breakfast here.
- VICKY: I only made toast, Jack!
- JACK: Yeah, but it wasn't your usual toast, Vicky. You know, I mean the kind you usually make, the one you can sketch with. See, there's no marks. You can't see the marks. You can actually eat this. No, no, no...
- VICKY: Very funny.

- A - Jack liked breakfast because he likes to sketch.
- B - Jack liked breakfast because he made it himself.
- C - Jack liked breakfast because Vicky didn't burn the toast.

2. VICKY: Oh! the mail! Anything for me?
- JACK: Uh, Victoria Bradford. You can have that,
- VICKY: Thank you.
- JACK: Mrs. Jack Tripper. You can't have that.
- VICKY: Why not?
- JACK: Because it's not legally yours. But for a quick «I do,» it could be...
- VICKY: Don't you ever give up?
- JACK: Will you marry me?
- VICKY: Jack!

- A - Jack and Vicky plan to get married.
- B - Jack wants to get married, but Vicky doesn't.
- C - Jack and Vicky are already married.

3. VICKY: Daddy, look! A tax refund from the IRS.
- Mr. BRADFORD: Oh, nineteen hundred dollars. That's nice. I hope you're going to do something sensible with this.
- VICKY: Well, Jack suggested that I invest it.
- Mr. BRADFORD: What a good idea! Are you sure it came from Jack?

- A - Mr. Bradford thinks Jack is a good businessman.
- B - Mr. Bradford thinks Vicky should spend her money immediately.
- C - Mr. Bradford thinks Vicky should invest the money.

4. JACK: Hey, hey, wait a minute. I have a lot of good ideas about investing too.
Mr. BRADFORD: Oh really? What do you know about the stock market?
JACK: Well, that's the place where people go and buy and sell stocks.
Mr. BRADFORD: It's a wonder some think tank hasn't snapped him up!

A — Mr. Bradford is ridiculing Jack.
B — Mr. Bradford admires Jack's ideas.
C — Mr. Bradford wants some information about the stock market.

5. JACK: No, Vicky, you really don't care what I think. You're only going to listen to your father anyway. Anytime anything comes up, you always turn to your father. Gee, what do you think, Daddy? Oh Daddy, you're so smart! And how do you think that makes me feel? Like two cents.

A — Jack thinks Mr. Bradford is smarter than he.
B — Jack believes Mr. Bradford is jealous of him.
C — Jack is frustrated that Vicky always asks her father for advice.

Tax Refund

Week 11 — Quiz on Part II — pages 5-11

1. JACK: Vicky, I did. I invested your money.
Mr. BRADFORD: My God! he had to get drunk to tell you what he spent it on.
VICKY: Tell me about my investment.
JACK: This is it!
VICKY: One bottle of wine?
JACK: No Vicky, there's a whole case downstairs.
Mr. BRADFORD: Oh goody, you bought a case of wine for only nineteen hundred dollars. Did they laugh a lot when they made the sale?

A — Mr. Bradford thinks Jack's investment is ridiculous.
B — Mr. Bradford thinks wine is a good investment.
C — Mr. Bradford thinks Jack drink too much.

2. JACK: You see, I don't want to brag. But I bought this way below retail. If Vicky wanted to, she could sell it right now and make a profit now.
VICKY: Then, let's sell it.
JACK: Alright, let's drink this.
Mr. BRADFORD: He's blowing your money already.

A — Jack hopes he can sell the wine.
B — Jack hopes to drink the wine.
C — Jack hopes to make a profit.

3. JACK: This plus a case downstairs. But I know it seems like a lot of money, but EZ believe me. Someday it's going to be worth a fortune. OK, my lad, you be the first to taste a little bit of heaven.

- EZ: Pee yu!!! This stuff is awful!
- JACK: Yuck... That must have turned, it tastes, horrible.
- EZ: How could that happen?
- JACK: They must have stored it in a boiler room. EZ, I just stuck Vicky with 13 bottles of vinegar.

Jack thinks the wine turned to vinegar because:

- A — It go too hot.
B — It was too expensive.
C — It was worth a fortune.

4. JACK: Oh God! I'm going to call the wine broker. That Venouchi guy. I'm going to give him a piece of my mind! He better take this poison back or I'm really going to hit the fan! You don't mess with Jack Tripper! Hello, Mr. Venouchi? This is Jack Tripper. I'm the guy who bought the last case of Chateau la Treste from... ya, ya, ... Well, I've got to tell you that the lot's bad. It really tastes awful, so I know you'll want to take it back. What do you mean that's not your policy! Oh yeah! Well let me tell you something buster... Hello?

- A — Jack told EZ no one could make a bad deal with him.
B — Jack told EZ he would keep the wine.
C — Jack told EZ he wouldn't be aggressive.

5. EZ: Oh! did you tell Vicky you sold her wine, yet?
- JACK: Yes. So get rid of this, I don't want her to see it. Put it out in the alley for the trash pick-up when you leave!
- EZ: OK. I just hope we don't get fined for dumping toxic waste.
- JACK: Yeah, tell me about it!

- A — Jack wants EZ to talk to him about the wine.
B — Jack doesn't want EZ to mention the wine.
C — Jack agrees the wine was very bad.

Tax Refund

Week 12 — Quiz on Parts I, II, III — pages 1-15

1. EZ: I brought up your mail.
- JACK: Well, thank you kindly!
- EZ: My pleasure! Have I ever told you how much I like working at your bistro, and what a great, great boss you are!
- JACK: How much do you want to borrow this time, EZ?
- EZ: Ten bucks, boss. I need it for gas. I'm pickin' up my brand new custom-made surfboard today.
- JACK: Well, congratulations.
- EZ: It's costing me three hundred dollars.
- JACK: Three hundred dollars indeed, for a surfboard!! EZ, you don't have enough money for gas!
- EZ: You don't need gas for a surfboard.

- A — EZ wants to borrow Jack's surfboard.
B — EZ wants to borrow \$300.
C — EZ wants to borrow \$10.

2. VICKY: Oh, now we'll never know what our investment tastes like!
Mr. BRADFORD: Oh yes we will. At least he hasn't broken this!
JACK: No, no, no... That's mine. Delicious!
Mr. Bradford: I have never seen anything so selfish!
EZ: And so brave!
Mr. BRADFORD: Look at him! I'm going to leave before I wipe that smile off his face.
VICKY: Jack, it's not funny! I think you should apologize!

- A — Mr. Bradford left before he hit Jack.
B — Mr. Bradford left after he tasted the wine.
C — Mr. Bradford left because he was selfish.

3. JACK: Now, I know I may not look very Japanese, but I've been a big hit at all the restaurants I've worked at.
BOSS: Oh, where?
JACK: Do you actually travel on the east coast?
BOSS: No!
JACK: Ah! well in Bangor, Maine, I was head chef at the Datsun Shogun, very popular restaurant. And then in Putney, Vermont, I was a very big hit at the Toyota Gardens! And heading west, I left a great taste in everybody's mouth at the Subaru Momasan in Prescott Joint, and I can go on...
BOSS: I'm sure! But still, I hire only Japanese.
JACK: Oh, I understand completely, and I really hope the publicity doesn't hurt you too much.
BOSS: Wait a minute. What publicity?
JACK: Well you know how much the government has been nagging about job discrimination. But maybe the Justice Department won't do anything. See ya!

- A — Jack is threatening the restaurant owner.
B — Jack is giving true information about his experience.
C — Jack was a popular chef at many Japanese restaurants.

4. VICKY: This letter just came from the IRS.
JACK: The IRS.
VICKY: Yes! That nineteen hundred dollar cheque was a mistake.
JACK: A mistake?
VICKY: A computer error. The cheque was supposed to be for nineteen dollars, not nineteen hundred.
JACK: A mistake?
VICKY: And now they want their money back, without delay!

Vicky got a cheque from the IRS for:

- A — \$19.
- B — \$19,000.
- C — \$1,900.

5. JACK: Huh, what! EZ? EZ forgot to deliver it.
- Mr. BRADFORD: No, he didn't. Jack, you shrewd old wheeler dealer. I may have mis-judged you!
- JACK: You see...
- Mr. BRADFORD: Alright, you rascal. I'll give twenty-one fifty.
- JACK: No, it's not for sale.
- Mr. BRADFORD: Yeah, twenty-two hundred, final offer.
- VICKY: Sold.

Mr. Bradford believes:

- A — Jack is a good negotiator.
- B — Jack wants to sell the wine.
- C — Jack is a poor businessman.